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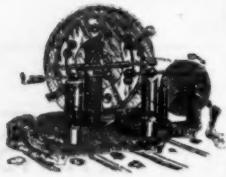
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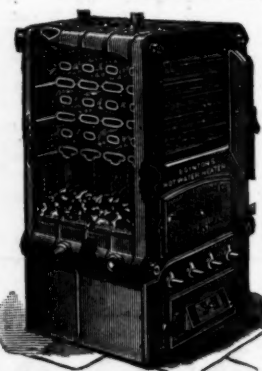
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WE need strong men—men and women—strong every way. Weak men have had their day. Such men as Father Mathew, Clinton B. Fisk, Archbishop Ireland, General Grant, General Lee, Cardinal Manning, and a host of others, living and dead, have been needed. It matters not if these strong men are on different sides of the religious or political fence. The principal qualification is that they be strong. Voltaire never hurt the Christian church half as much as he benefited it. The truth can never be hurt, but it takes strong opposition to bring it out.

IT has been claimed that the Blair bill was a Republican measure. It certainly was not. We pity the man who can find a partisan issue in so beneficent a measure as this. Although there were some features of this bill we would change, if we could, yet in principle, it was sound, and will in the end prevail. Among the Democrats who supported the measure, were Daniels and Barbour, of Virginia; Vance and Ransom, of North Carolina; Hampton, of South Carolina; Pugh, of Alabama; George and Walthall, of Mississippi; Eustis and Gibson, of Louisiana; Call and Pasco, of Florida; United States Attorney-General Garland, of Arkansas; Hon. L. Q. C. Lamar, and many others. Among the Republicans who opposed it were Ingalls and Plumb, of Kansas; and Sherman, of Ohio. When national education becomes a party issue we shall

despair of this Union. We have differed concerning the methods of administering affairs, but no man can oppose the education of the people and still be a lover of his country. The greatest enemy we have is want of good thinking power. There is no salvation in book learning, but there is a great deal in education, and money is well spent in promoting it. If we appropriate millions for forts and warships, we should give tens of millions for education. It is the cheap defence of nations.

DURING the past fifty years the business world has entirely changed its character, but it has been only during the past twenty-five years that school work has been much reconstructed. We are living in a new world, as far as trade is concerned. Theology is looked upon through different eyes than formerly. The old sermonizer preaches to empty pews, and the lawyer is getting upon new ground as the conditions of affairs change. Teaching is bringing up the rear. It is true we have made some advancement. The word-method is generally adopted, language lessons are supplementing old grammar, analysis, and parsing; objects are taking the place of meaningless words; and manual training is coming, but in the main we have not begun the work of reform.

The most cheering thing about this whole business of educational reform is that people are beginning to see that it is needed. Professor Boyesen recently said: "I believe our whole educational system will and must undergo a gradual revolution in the near future. Education must set itself a new aim and object; viz., to develop reason (not merely memory) and cultivate character. But this can only be done when teaching becomes a real profession, for which men are willing to undergo a special training, and not a mere stepping-stone to something else, or a convenient refuge in case of failure. It is obvious to every one that a great improvement in this respect is taking place; and as the pressure of population makes itself felt in a fiercer competition for the means of subsistence, we shall witness a still greater improvement in the quality of the men who will enlist their powers in this most influential of all professions."

We have come to see that a drill-master is not a teacher. They are coming to be sought after—teachers, not hearers of recitations. The old crammers must die, but they die hard. They were a self-satisfied generation. What a work they did! How many heads full of facts did they send to Harvard, Yale, Columbia, and Amherst! What folly! All this will go, and let the better come in. What is better? This: more common-sense arithmetic, more attention to the native characteristics of children, the more constant use of good English, and a greater love for good literature; and then, a general recognition of the fact that we have no way of getting and giving except through the senses. So, a training of the senses will become in the future of prime importance. Teachers will be more trusted, as it is seen that they are scientific, and their pay and permanency will be more carefully guarded.

We are coming upon new times, and these will demand not so much new men, as professional men. And this is true not only of teaching, but of all the professions. It is easy enough to put men in vacant places, but it isn't quite so easy to fill them, and it is going to be more and more difficult. Teachers must notice this fact, and get ready for the new order of things, or they will get left.

AS advanced methods in teaching geography have come in, old methods have gone out, and this has become in many schools the most interesting subject taught in them. Blank maps, putty maps, maps in clay, plaster, and sand are universal.

In addition we have, in every good school, home-made apparatus for illustrating the cause of tides, the motions of the earth, the phases of the moon, the phenomena of day and night, and the seasons. This is good, but let us beware. The globe is not the world, putty is not the earth, and sand is not a continent. The true geographical ideal lies back of all this, and the teacher who does not reach it, does not teach geography. He may imagine he is teaching it, but some day he will be brought to a realizing sense that he is not. What is geography? Not a map, surely; not a globe, not mud mountains—but the real world on which we live, move, and have our being. Can the learner see this world with his mind's eye? This is the test. Here's the rub. Yes, can he see it? Can you see it, reader? Try and see. How does London look? How Paris? How Rome? We mean the real London, the real Paris, and the real Rome, not a dot on a map. Ideals, ideals, are what we are after in teaching. The humdrum reciting, "Washington is the capital of the United States, Paris is the capital of France," is a delusion, a fiction, and a humbug. Stop it! Go about teaching ideals, real ideals, and if some old fossiliferous examiner comes mousing around your school-room seeking after text-book facts—geographical facts—historical facts, divorced from the ideals that should accompany them, tell him you haven't got the commodity he is after on sale. Pass him on to the next school, let the next teacher pass him on—keep him passing on until by and by he gently passes away. Then may he rest in peace forevermore.

If there is one word more expressive of the progress of truth than any other, it is the word *ideals*. This is the word of all words that expresses the superiority of this age over all the other ages past.

PROFESSIONAL improvement means that the teachers who stand still will not "get there," and those who do not stand still will "get there." In other words, the time is not distant when some teachers are going to "get left," as sure as they live. How "get left"? In this way: they will get stale, and people will not have them in sight. People don't like stale things, especially in the school-room. The other day a teacher spoke of the work of a certain principal of a normal school, conductor of an institute, and said: "A dozen teachers who were intending to go to his school made up their minds they would not, after they heard him. He didn't give us anything fresh. It was all old and stale stuff." This age will not stand such nonsense. A man who doesn't get around pretty lively is nobody now-a-days. Old drawing psalm tunes are gone, the old ox-cart is rotting to pieces, the old sickle is rusting away, and the old stage coach is broken up for its nails and leather.

"What shall we do?" a dozen say. Do this: Organize a class of live teachers, and go to work; first, on the history of education; second, on educational psychology; third, on the science of method; and fourth, on what may be called educational civics. Don't study facts so much as philosophy. In other words, study causes and effects far more than details. Study such questions as these:

What educated the people in Homer's time to appreciate and enjoy his poems?

In what respects was Solon an educator?

What was thought to be the end of all mental effort before Socrates' time in Greece?

What was Socrates' motive, and what did he accomplish?

Coming down to the revival of learning, we might inquire:

What caused that wonderful activity of thought at the beginning of the sixteenth century?

How did Luther promote public education?

What were some of the doctrines of Comenius?

Of Rousseau in his *Emile*? Of Pestalozzi? Of Froebel? Of Horace Mann?

Here we have cause and effect, and this is philosophy. In carrying out this idea it would be well for a class to put itself under the guidance of some others who have gone over the ground, for example, under the School of Pedagogy, University of the City of New York. This would enable them to test themselves, and get proper direction. At all events, the teachers who do not study would do well to make up their minds to stop teaching, voluntarily, and that quite soon, or they will be asked to step down and out before many years pass over their heads. A word to the wise teacher is sufficient, but a right smart flagellation will not be enough to stir the foolish teacher out of his tracks.

INSPIRATION AND FELLOWSHIP.

There are two spots on this earth that stir all the inspiration a mortal has in him; one is on the top of a high mountain, and the other by the side of the boundless sea. The other day we stood by the roaring breakers at Fire Island looking south over the waste of waters. The thought that there is no land to the South pole was an inspiring one. Behind us was the life of the land, in front of us the life of the ocean. Fire Island light is the last the tourist sees when he leaves New York on his way abroad, and the first that welcomes him back again when he comes home. We tried the ocean in our little sailing craft, but the waves were too severe, and we were glad to get back into the Old South bay again. For six weeks this summer we looked out upon the state of Arkansas, from one of its highest mountains, where at least one-sixth of its area could be seen. Often the whole valley was completely filled with clouds, and we seemed to be isolated from all lower things. Its changing scenes, day by day, caused the ideal of greatness to grow upon us, and we came away with different thoughts than when we went. The same emotions came over us at Fire Island as on Nebo, and they cannot be described. Some how, some way, they seem to lift us up. On the mountain we want to fly, or jump from the precipice; by the roaring sea we want to plunge in. The same feeling is experienced at Niagara Falls—where the impulse to join the raging waters is almost irresistible.

Inspiration is the greatest spur to work we mortals have; next to this is fellowship. The first comes from within, the other from without. The sea and the mountain seem to give us something. This is not a fact. It is what they excite within us that lifts us up. But fellowship comes from without. A friend meets us with hearty good cheer, and gives to us some of his inspiration.

Teachers here have a great deal to learn, for no body of workers more sadly need fellowship than they. We have all sorts of lodges, some secret and some not, but all affording social fellowship and some sort of assistance either in sickness or at death, which draw into their organizations large numbers. Their purpose is evident—not so much the pecuniary aid needed in a critical moment as the good will and social cheer they bring. More of this must be taken into the teaching business. We now stand too much apart. Let us stand together. All the trades are organized for protection, and most effectively, too, as the recent strikes show. The Union and the non-Union men form as distinct a class among type-setters as the Republicans and Democrats in politics. Then we have the Brotherhood of Locomotive Engineers, the Knights of Labor, and all sorts of societies, lodges, and orders, banded together for fellowship. Last week in this city five thousand Scandinavians, all members of various societies, followed the body of Ericsson to the ship that was to take it to his native land. This parade was an object lesson on fellowship, and its result upon us, as we watched it, was inspiration. Here are these men, we thought, all banded together for a purpose. The death of one affects all; even the sickness of one takes some money from the pockets of all. This must teach us a lesson. Societies should be formed, not so much for the discus-

sion of papers, as for mutual aid and fellowship. The impulse holding them together must be far stronger than a pecuniary one—it must give a new inspiration in work, a new meaning to life, and new courage in battling the foes of truth. This subject is one of great practical importance, worth the serious consideration of all professional teachers.

In a notice of Dr. T. C. Mendenhall, superintendent of the coast survey, the *Popular Science Monthly* says that he derived from his father an inquiring turn of mind, but the boy was fortunate enough to fall into the hands of a teacher who was an interested observer of physical phenomena, and who was in the habit of occasionally varying the school work by such simple experiments as were within the means at her command. The native curiosity of the childish mind was stimulated, and observation, experiment, and reasoning on his own account were the natural result. Now the editor proceeds to call the school system before the judgment bar, and says:

"Under the system of public school administration that now prevails, especially in our large cities, this Quaker lady would not have been allowed to break the tedious routine of book study with any such diversions. Any attempt on her part to observe the individual aptitudes of her pupils, to foster them, and qualify the boys to put their faculties to the best use of which they were capable, would have been frowned down as inconsistent with the true purposes of the school. On the other hand, she would have been compelled, under penalty of dismissal, to put them all through an identical Procrustean drill, which tends to dull the faculties, suppress the aptitudes, and destroy that individuality of character in which alone resides the possibility for the highest usefulness of the man."

This is straightforward talk, and no mistake, but is it true? We believe that it has been, and is, in many places. Old Gradgrind is dying, but he is leaving a few young Gradgrinds to take his place. Would that the race might end with the old gentleman, but it will not. Superstitions die hard, and the strait-laced, educational superstition will be among the last to expire. Witchcraft, demonology, astrology, are dead; others equally bad are going, but not yet. The "system" the *Monthly* speaks of does not, as it intimates, prevail everywhere. The night is not as black as that. Not only do the stars shine, but the sun is rising. Teachers are studying the science of education, and ideas of freedom are increasing. The "cast iron" system of the past came because teachers knew no more than to do as they were told—so they had to be told. What else could be done? Ignorance was the trouble under all this old miserable work, but ignorance is disappearing, and with it the bondage of the teacher is disappearing. Let us hail the coming day of light! After a few years nobody will write as the editor of the *Monthly* wrote, except he be an editor of an historical magazine. It is a shame to our civilization that there is now any reason for the strong language this editor uses.

It is remarked of Prof. Charles W. Landon, by one who knows him well, that "he holds the doctrine that every lesson ought to widen the pupil's outlook, and strengthen his hold upon fundamental principles already gained." Now this is very different from the usual way of looking at a child; ordinarily the teacher thinks of a pupil as having "gone through with the Third reader," or something similar. It cannot be too many times repeated that the teacher, even of a dozen pupils in some out-of-the-way school-house, must gain first of all correct ideas of teaching. The examiner will come around and ask questions, and the poor teacher will be misled and think that question-answering is the great end to be aimed at. It will be a fatal mistake; fatal for the teacher, but worse yet for the pupil.

Prof. Landon teaches music, but he is a large enough man to see down into and under the objects of teaching; he sees that teaching music relates to the individual's intelligence and advancement.

MR. RUSKIN is sound on the manual training question, for he says that the youth who has learnt to take a straight shaving off a plank, or draw a fine curve without faltering, or lay a brick level in its mortar, has learned a multitude of other matters which no lips of man could ever teach him. He believes that the truth implied in this assertion is beginning to receive recognition, though it will probably take many years to persuade the public of the real value of manual labor. He thinks that what is wanted just now is a scientific co-ordination of the education of the mind through books, through the senses, and through the training of the hand.

ONE way to stop disease and sin is to quarantine it—build a high fence around it, and so prevent its spread. We have an example of this in an exceedingly stringent bill closing the mails of the United States against all lottery communications—letters, postals, circulars, tickets, money-orders, checks, drafts, etc.—and thoroughly armed with penal provisions, which last week passed the House of Representatives. Now if the Senate will ratify this action, the government will have done its duty as far as law is concerned. The next thing will be to see that the law is enforced.

MANY of the Catholic prelates are taking strong ground concerning the saloon question, among whom are Archbishop Ireland, of St Paul, and Bishop Spaulding, of Peoria. The latter has recently expressed himself in the following manner:

"One great question that is going to be forced into politics—we may sneer at it now, but it is going to come—is the question of Prohibition. Mark my words, the saloon in America is becoming a public nuisance. The liquor trade by meddling with politics and corrupting politics has become a menace and a danger. Those who think, and those who love America, and those who love liberty, are going to bring this moral question into politics more and more."

Teachers can do a great deal of good by following the example of this bishop. Why shouldn't they?

MR. MOODY is to open, at Northfield, a training school for women, distinct from the one already established which shall combine with a course of Bible study thorough, practical drill in cooking and dress-making. He is realizing more and more the fact that the best Christians are the best lives. It is of little use to do much for the conversion of a poor mother, with a group of half-clothed children, until she is taught how to make their clothes. A benevolent lady last fall came across a motherless home where a boy of twelve was wrestling with the problem of a dinner suited to the day. That boy wants a practical education far more than a theoretical one, and the poor mother needs to know how to sew and cook far more than to repeat the answers of the catechism. We are slowly coming to know what an education implies.

GOOD German teachers give more attention to the how than the what. For example, in good German schools more time is spent in the preparation than in the recitation; but the fact is, good teaching is good teaching, whether in France, England, Tasmania, or the United States. We hear a good deal about the German system of public schools; but a little investigation shows that what is good about them is nothing more nor less than applied common sense. As the *Christian Union* has pointed out, "the German boy enters the gymnasium, and for nine years his course is a steady progression and accumulation; there is no changing of schools, no transfer from one set of teachers to another, with entirely different ideas and methods. Each year builds intelligently upon the past, and, without interruption or dissipation of energies, the boy reaches the end of the course, and leaves the gymnasium, prepared for the most advanced university studies."

This is as it ought to be—common-sense applied. We lack system, with all our systematic changes of teachers, changes of text-books, changes of schools, changes all the way through. The result is loss of time and destruction of interest. The true way is to put qualified teachers in good places, and then give them freedom and permanency. This is common sense.

THE only real cause a teacher may have for discouragement is that he sees no clearer to-day how to reach the great objects before him than yesterday. He is surrounded by students; is he a student? An objection raised to the re-election of a teacher was, "She doesn't know any more at the end of the year than at the beginning."

MEANS OF PROFESSIONAL IMPROVEMENT.

III.

BY BOOKS.

Next to psychology, history affords the best means of professional improvement. But care must be taken how it is studied. It is quite possible to know a great many historical facts, and yet be a poor historical student. No subject demands more purpose, or we may say motive, than this. To illustrate: the political economist studies history for the special purpose of establishing some theory. All of his investigations have this end clearly in view. The philanthropist, intent on improving the condition of society, studies history for the purpose of finding out from what sources the largest number of human miseries have originated. Every true student of history has some definite motive pushing him forward. So must it be with the student of education. His first inquiry is, What was the education that made Greece what it was? for we are more directly connected with Greece than any other of the ancient peoples. The Chinese, Hindoos, Egyptians, and even the old Hebrews, concern us as a nation very little. But our intellectual ancestors were the Athenians, although we are very remotely connected with them by race affinity. No literary works are so thoroughly studied or so highly prized as those produced by the old Greek authors.

The Romans were the intellectual successors of the Greeks. Their authors must be studied. After Rome came Europe for fifteen hundred years, and after Europe America. Now, in tracing all this stream of history, the educational student finds a silver thread connecting the remotest Greece with the newest America. Without reading any one history page by page, he instinctively knows what to omit and what to study carefully. He establishes, first, points of termination and points of departure. These he fixes in the mind with their immediate circumstances, and then he gradually fills up the intermediate spaces. A few of these great epochs are the following: The Homeric period, the age of Solon, the age of Pericles—which would include the time of Socrates and the principal writers of prose and verse flourishing about this time,—the fall of the Grecian state, the rise of the Roman republic, the age of Cæsar, the birth of Christ, etc., etc. These great periods are first as thoroughly studied as it is possible, ending with the fall of slavery and the period of American reconstruction.

It should be distinctly borne in mind that the history of education is not a history of school work, but rather a study of the forces that have made the past what it was, and the present what it is. All reconstructing powers are educational, so that the history of education holds an intermediate place between the meager history of school work on the one side, and the almost exhaustless history of civilization on the other. This study is comparatively new, and so its special literature is quite small. Passing by the German histories of education and Barnard's *Journal of Education*, already mentioned, the first work that should be read is Quick's "Educational Reformers," and then Browning's "Aspects of Education" and "Educational Theories." After these may be read Compayre's "History of Education," although this can be passed by without much detriment, for it is altogether too scrappy, and shows too little of the historical spirit. Painter's "History of Education" is good, but is open to the criticism of having been written without a definite purpose. Boone's "History of Education in the United States" contains a large amount of valuable material, and very many references which will give the future historian much valuable help. Beside these histories, there is nothing in the English language of much value to the student of education.

In pursuing his subject with reference especially to our present educational condition, the student will study the following topics: The causes leading to the establishment of the American free school system, the relation of church to state in this country at the present time, the historical aspect of the church and state educational question, the relation of science study to national prosperity. These and many other questions like them will not fail to have very careful investigation. It is only in the light of the past that we can see the present. This is an axiom which the historical student more and more appreciates as he continues his work. So he becomes a prophet, for like causes always produce like effects. We need never try experiments with uncertain results. Human nature is the same from age to age in the palace of kings and in the hovel of the peasants. Humanity is a unity. Of this the educational student soon becomes convinced.

PERICLES.

A SKETCH FOR THE STUDENTS OF EDUCATIONAL HISTORY.

The age of Pericles was the most brilliant of the eras of Greece. Among the distinguished of the sophists were Anaxagoras and Protagoras both of whom enjoyed his patronage. The friend of his early manhood was the tragic poet, Sophocles, and of his later years, his rival, Euripides. The first of the Greek philosophers, and in some respects the greatest of them all, was Socrates, who was the companion of Pericles, and his advisor during some of its most trying periods. He laughed at the comedies of Aristophanes, but condemned him for ridiculing the best man Athens ever produced. During his life-time Phidias planned and executed his wonderful statues, and both designed and superintended the Parthenon that has been pronounced the only perfect specimen of architectural proportions that the ages have produced. During this work Pericles was his confidential advisor and must have taken a deep interest in his plans. The greatest of all ancient rhetorical drill-masters was Isocrates whose best work was done during the life-time of Pericles. Many other distinguished teachers lived about his time, among whom was Zeno, the sophist,—not the philosopher,—who taught in Athens. Other eminent teachers or sophists of his age were Gorgias, Polus, Thrasymachus, Euthydimus, Dionysodorus, Antiphon, and Prodicus. As the direct result of this age we have the immortal philosophers Plato and Aristotle, and among orators, Æschines and Demosthenes. Can any other era produce so brilliant a galaxy of literary men? It would be interesting to trace the progress of constitutional government from Solon to Pericles and show the wisdom of the governmental reforms introduced by him. At this period forces commenced to work that continued increasing in power until Athenian supremacy passed away, and Roman law ruled the world. But had Athens followed Pericles with as wise leaders as he, it might have continued until this day. Although he left no code of laws, like Solon, yet he was in all respects a greater law-maker. The world has produced few orators who could express in so forcible and popular a manner so many profound sentiments. The fact of his long-continued popularity, during a time of Athens' greatest intellectual eminence, shows the over-mastering quality of his intellect. Take him all in all, and considering the times in which he lived, we must conclude that the world has produced but few greater men.

His personal appearance was superb. It is a fact that many of our greatest minds have acted through indifferent channels, but Pericles possessed a magnificent presence. In height he was six feet four inches, one inch shorter than Abraham Lincoln, but in all other physical respects exactly his counterpart. His well-developed head was covered with a fine growth of beautiful, black wavy hair, and his countenance showed at once Olympian dignity, as well as unmistakable kindness and good nature. His voice was clear, manly, sonorous without being nasal, and penetrating without roughness. As he stood before the Athenian people on the great day of the dedication of the Parthenon, the vast throng looked upon about as magnificent a specimen of physical perfection as the world has ever seen. No people ever worshiped more sincerely the union of physical beauty with intellectual strength and faultless speech than did the Greeks, and in Pericles they saw their ideal in visible form. The most fastidious rhetorician could find no fault with either his rhetoric, his pronunciation, or his gestures. Of these three qualities the Athenians were unquestionably the best critics the world has ever seen. They would allow nothing contrary to the strict rules of both rhetorical and oratorical conditions of excellence.

SOME HINTS AS TO SUCCESS IN TEACHING.

IV.

By PRIN. W. E. BISSELL, Newark, N. J.

Success in teaching does not depend solely upon experience.

We have already said that a teacher who has marked natural gifts as an educator, will be compelled to assume a mediocral standing in the profession, unless these natural endowments are supplemented and re-enforced by the results which are always a sequel to persistent, intelligent study of the great problem of education. On the other hand, it is none the less true, that the experience of the most aspiring teacher will be of slight intrinsic value unless preceded by such a preparation and such a clear apprehension of the requisites of the true teacher as will cause that experience to be *educative* in

the fullest sense. This is not mere rhetorical doctrine; it is repeatedly proven by the success of one class of teachers, and also by the failure, total or partial, of another class.

Many people argue that the teacher of ordinary natural gifts will be best developed by experience. This is doubtless true, but there are a few conditions absolutely essential to any kind of development. The trite saying that "experience is the best teacher," has been too liberally interpreted. Experience is a *good* teacher of teachers who have prepared themselves to properly and fully improve its golden opportunities, and to intelligently study and turn to good account its practical phases.

We are not inclined to view the rank and file of teachers through the pessimistic spectacles of distrust and fault-finding; but it is safe to say that much deplorable mischief is done by those who attempt the work of teaching, with the mistaken idea that experience will quickly and easily remedy all their defects.

Many of our educational maxims are misleading because they fail to receive needed qualification and limitation. Our argument against experience as the only teacher will serve to disprove the common construction put upon the old Comenian saying: "We learn to do by doing." The ability to *begin* to do presupposes some knowledge of *how* to do, on the part of the doer. The practice of any art may and should be a tolerably intelligent performance at the start; and this will be true only when the practitioner is not blinded by conceit and mistaken conceptions of the qualifications necessary to *beginning*.

Dr. White has said in substance that blind experience (note the adjective) is always and everywhere a plodder, and only the inspiration of *true ideals* and correct principles can transform it into teaching skill and power. Was anything truer ever uttered? "Theory alone never made a good artist; practice unaided by theory can never correct errors, but must establish them."

TOBACCO AND SCHOOL WORK.

By EVA KINNEY GRIFFITH, Whitewater, Wis.

That the habit of using tobacco, especially of smoking cigarettes, has greatly increased of late years among boys of tender years, is apparent to every thoughtful observer. The detrimental effect of this habit upon school work as well as upon the moral and physical well-being of the child, should arouse every teacher to do all in his power to help stay the progress of this alarming evil.

Reports of teachers show that eighty per cent. of the boys in all grades of many schools, except the lowest primary, are tobacco users, and many of them form the habit without the knowledge of their parents.

Some of the boys deny the habit until the most persistent inquiry on the part of the teacher is made, or the presence of a half smoked cigar in the pocket, reveals the fact and forces the confession. In some places it is a common sight to see a group of little boys, between the ages of eight and twelve, start out on a fishing excursion of a Saturday morning, each with a cigarette or cigar stump in his mouth, smoking. Not long since my attention was called to a little fellow but four years old, with his feet up, coolly puffing a cigar, in imitation of his father. The effect of tobacco on brain development is disastrous in the extreme. In Paris one of the professors of the polytechnic school found that the students who did not smoke, out-ranked those who did, and that the scholarship of the smokers steadily deteriorated as the smoking continued.

Prof. Seerly, of the Iowa state normal school, says, "I do not know a pupil that is addicted to the habit who goes through a single day's work and has good lessons. I have never had one whose scholarship record was good, and in almost every case the deportment was below the average standard."

"At the regular examinations for promotion nearly every one of the tobacco-using pupils fail in doing the most reasonable test work, even if this is not the first time the work has been passed over in class."

Tobacco is a nerve poison, and through its paralyzing effect on the nervous system, it stunts the growth and causes functional derangement of all the organs of the body. It dulls the intellect, weakens the will, destroys the ability to apply one's self to study, and injures the memory. Many a teacher annoyed by the dullness and stupidity of certain of his pupils, by searching would find the cause in the secret use of tobacco.

It is seldom that a tobacco using boy ever graduates from the high school, and very many of the boys who begin the use of tobacco while young, are unable to reach the high school at all.

Tobacco manufacturers and sellers, in the interest of their business, are seeking to spread this evil habit among the boys, by offering various prizes to tempt them. With each package of one dozen cigarettes is sent a ticket. By returning one hundred of these tickets, the purchaser is entitled to a prize consisting of a cigarette holding cane, pictures of famous horses, etc. By devices of this kind many boys are induced to purchase more cigarettes than they otherwise would.

The Woman's Christian Temperance Union has done a good work in getting laws passed making it unlawful to sell tobacco to minors. But this law is found deficient because many unprincipled men and ignorant parents are willing to purchase tobacco for the boys, thus shielding the seller from harm. In New York state this law has been amended so that boys found smoking in public places can be fined. In the larger cities this law will probably not be enforced by the officers of the law, as very few of them would be in sympathy with it. But good citizens everywhere have the right to complain against any infringement of the law which comes to their knowledge, and teachers have a vantage ground in these laws which will aid them in building up a public sentiment against the use of tobacco in any form. Let teachers observe the difference in scholarship between those who smoke and those who do not, and report. Valuable facts may thus be learned which will furnish object lessons that may benefit the world.

SUGGESTIONS TO TEACHERS.

The school year may be said to begin in September, and end in the following June. Probably one-third of the 240,000 teachers (in round numbers) there are in this country, will be new, untried, and inexperienced. Some of them will be fresh from an academy, a high school, or even from the district school. They are meditating what they shall do; some are trembling with anxiety. All of them are anxious to be successful. If they are not successful what a loss to the children!—yet they forget that. They want our best thoughts, and they shall have them.

1. Consider your manner—your personal bearing. The French words in saluting are, "How do you carry yourself?" Let the teacher be sure to bear himself as a cultured human being, walking erect, looking at the people he talks with, speaking with a pleasant voice, and having engaging manners.

2. Consider the pupils as beings that must be interested in you, in themselves, and in school work. Don't think they have got to come to school anyhow, and that if they are not interested it is because of their innate wickedness.

3. Put aside at once and forever a feeling of antagonism with the pupils. "In my county institute," writes the veteran superintendent Peterson, "I had been giving instruction on 'The first Day in School,' and had asked the question, 'What would you do with a pupil that was restless and perhaps noisy, perhaps whispering?' A young man of fine appearance, and fine scholarship, too, I may add, wanted to reply, 'I would lamm him so he couldn't stand.'"

Alas! that this hard spirit of antagonism still exists.

4. Try to arrange what you know about children and young human beings, and get it into a practical shape for use. A very intelligent and cultivated young woman, the daughter of a clergyman, determined to teach. She became an assistant; had thirty pupils, all good children. Before the first hour had passed, she came to the principal and said, "I may as well give up. My father told me that if I gave an order and was not obeyed at once, the pupils would lose their respect for me, and I should fail. I told them not to whisper, but they don't mind. So I must stop, and go home." This teacher afterward became one of the best of teachers.

Your success as a teacher, remember, will come from your knowledge of children, your ability to interest and direct them. So you must gather your knowledge of children under proper heads, as (1) Employment. (2) Incentives. (3) Management. (4) Training to Self-Government, etc. You should think over the matter a great deal. In a few days the novelty you are to the pupils will wear off, and then you must hold and direct them by your personal force.

5. Try to get hold of the idea of teaching. You know considerable about arithmetic, but do you know how to teach it? That is quite a different thing. You must get a good conception of teaching; it is not telling; it is not cramming; it is directing a mind that has an object of thought.

6. You must be sure to make many strong resolves

that you will be an educator; that is, a scientific teacher. You should have at least one book on teaching, and read and study it. Two books will help greatly, "Parker's Talks" and "The Quincy Method." You must know that the "old is passing away"—the old style of school-master walking around with a whip or ruler under his arm, will soon be seen no more. Where are you? Do you belong to the old or the new? If the former, these suggestions will have little value.

7. Don't worry over the order, or probably disorder, you have. See what the cause is, and remove the cause. If they walk heavily—it is because they have not been trained to walk lightly; train them. If they whisper, train them not to disturb others—don't scold at them, don't think they are particularly wicked, don't scowl. Tell them they disturb others, and train them not to do it. Don't ask John if he is whispering, for it will give him a good chance to lie.

8. Be pleasant and bright. If you are half frightened to death, don't let anybody know it. Don't be discouraged at the result of the first day. Praise everybody you can. Don't have any prejudices against those who have poor clothes. See to the outhouses; keep them in order. Have the school kept clean; ornament all you can. Make the scene of your work attractive.

TEACHERS' TENURE OF OFFICE.

By W. T. GOODEN, Pana, Ill.

Statistics show a lamentable condition of affairs as to tenure of office among teachers. In Pennsylvania about 30 per cent. of the teachers are yearly new to the work, while only 40 per cent., and in New Jersey 55 per cent., of the teachers engaged have taught five years. In New Hampshire about 51 per cent. of the schools were taught by the same teacher for two successive terms, while in Minnesota only 10 per cent. of those employed had taught in the same district for three or more years. In New York four-fifths of the districts, and in Illinois seven-tenths, reporting, had employed the same teacher but a single term. In 48 per cent. of the latter cases, two or more persons had been called to the same position within a single year. In short, we may safely estimate that throughout the United States 40 per cent. of the annual supply of teachers are manufactured directly from the "raw material."

Some of the causes contributing to short and uncertain tenure are (1) the influence of petty politicians in their control of the appointing power; (2) the inadequacy of salaries consequent upon the false views of retrenchment and reform; (3) the arbitrary power exercised by directors and boards of education who deem themselves dictators rather than administrators of a system organized and governed by law; (4) persecutions through the petty spite aroused in the narrow-minded parents by an efficient discipline; (5) the opposition of a few so-called influential persons with a grievance; (6) the entrance upon the work of members who embrace the opportunity as a temporary expedient for obtaining a livelihood, or as a stepping-stone to something more permanent and remunerative.

Some of the remedies suggested are (1) the repeal, through intelligent public sentiment, of such laws as make teachers the helpless servants of incompetent school officials or unscrupulous politicians; (2) an adequate remuneration for services rendered, with proper provisions for pensioning such as have spent the better portion of their lives in the educational service; (3) the placing of the appointing power in the hands of men of a high order of intelligence and of superior moral worth, men who shall be alike the safe custodians of the public school interests and the friendly counselors and advisers of teachers as well; (4) the fixing upon some high standard of qualification for admission to the teachers' ranks, thereby practically debarring the entrance of such as desire to make teaching a temporary expedient, or the means to some selfish end.

NOTE.—Outline of a paper read before the Southern Ill. Teachers' Association, Aug. 27, 1890.

THIS week and next will see the commencement of the work of a new school year. The brains of tens of thousands of pupils will be turned to a new activity. Activity in what? Committing text-book facts or getting mental and moral strength for coming life? Which will it be?

This school year should be more productive of character growth and mental strength than any school year since the world began. Because we know more about the child, more about the forces that will give moral and intellectual success; we have more means of educating, more good teachers, more intelligent parents, more money. These are sound reasons. Never did a school year commence so auspiciously as this one of 1890-91. To the large army of teachers who will read these lines the editors of THE SCHOOL JOURNAL send their hearty congratulations.

THE SCHOOL ROOM.

Sept. 6.—LANGUAGE AND THINGS.
Sept. 13.—EARTH AND NUMBERS.
Sept. 20.—SELF AND PEOPLE.
Sept. 27.—DOING AND ETHICS.

LANGUAGE.

TRAINING THE VOICE.

One of the features of the ordinary school that always disgusts the visitor, even if it does sometimes amuse him, is the tone of voice employed in the reading. A boy or a girl who has a very soft and pleasant voice everywhere else, when it comes to his or her turn to read, will immediately assume a high, nasal, unnatural tone. We notice it in some clergymen—in fact, it is one of the barriers to their usefulness; though to be sure there are places yet where one who has no pulpit tone is not considered much of a preacher.

This bad, unnatural tone is often heard in the teacher himself! Let it be got rid of at once. Let the teacher watch himself as a cat watches a mouse, and let him forbid in himself the use of any but soft and pleasant tones of voice. This is a peremptory command.

But there must be specific exercises given to improve the quality and flexibility of the voice day by day. As a teacher who desires his pupils to be expert in adding up columns of figures gives them daily exercises, so the teacher who wishes his pupils to have smooth and musical voices must give them exercises that will produce them.

SINGING.

The effect of singing on the voice is admirable if it be of the right kind. But how often we enter a school and see children with scowling faces engaged in singing! How often their voices show it is no pleasant exercise! How often the tones are most disagreeable! "Music is the art of making sounds beautiful." Bear this ever in mind, teacher, as your pupils sing. Write it on the blackboard; have them learn it by heart. Then ask at the end of a song, "Was that beautiful?"

Have no loud singing; let it be soft and pleasing. Have the pupils open their mouths so that their teeth are not in the way. Don't let them scowl and act as though it was a painful effort. Let them wear a pleasant expression on their faces.

There must be frequent singing. Begin with singing; end with singing; keep the singing going on all day. When a class is started for their seats from the recitation bench, let the teacher start off with *la la*, the tune "Lightly Row," for example. The pupils will join in even those studying their lessons; they will do it unconsciously. This singing, kept up for five days in the week will grind off the rough corners of the voices, to say nothing of the effects it will produce on the character; on the mind and heart.

VOCAL TRAINING.

The teacher should have a chart of the vocal sounds. If there is none in the school let him make one; he can do it. On a large sheet of manilla paper with a camel's hair brush he can place the *vowels*, *subvowels*, and *consonants*. Each in a separate table. Take *A*, for example, it has four (main) sounds; the teacher pointing at *A*, gives the four sounds (as in lake, at, far, all). The pupils repeat them; he goes through the table until the sounds of all are learned. Then begin a series of exercises to be kept up daily all the school year. There must be much variation so as to avoid monotony.

1. Go through with all the sounds; see that the mouths are well opened; the body erect; the expression pleasant. Practice until well learned.

2. Go through giving each sound twice.

3. Go through whispering each sound.

4. Go through giving each sound loud.

5. Go through giving each medium.

6. Give them softly.

7. Give them rapidly, going through twice to one breathing.

8. Give them slowly, dwelling on each sound.

9. Give them, pausing between each sound so as to count *one, two*.

THE SUB-VOCALS.

1. Put *B* before each of the vowels as *ba, ba, ba, ba* (the sounds of *A* are as in *lake, at, far, all, remember*). When well learned try all of the nine exercises given above.

Then take *D* in the same way.

Then take *F*, and so on.

2. Then put *B* after the vowels, as *ab, ab, ab, ab*. The lips must be brought together with force and meaning.

The teacher must watch the lips of his pupils and often give them examples of the "way to do it." In this way all the subvocals and consonants must be used—an advance being made day by day. Remember the position of the body, the expression of the face.

3. After these are all well learned, the spelling of words phonetically may be taken up; it is valuable. Thus the teacher takes *bob* giving the sounds b-o-b, bob. (Don't ve the sound of o heard in bone, but the sound heard cob.) Select other words, easy at first; gradually give words containing silent letters, as *time*; this is spelled t-i-m, etc.

4. When this point is reached exercises in words of difficult pronunciation may be given; *well, twelve, twelfth, read, last, fifth*, etc., are examples. Such a word as *twelfth* should be pronounced over and over again. If it is not well-pronounced it is not because the pupil is obstinate, but because he cannot; he needs practice. As the teacher cannot catch the ball, for want of practice, which the pupil can, so the pupil cannot vocalize correctly for want of practice.

5. The teacher can give a certain pitch (as C), and let the pupils repeat all the vocals on that. Then let them repeat them all on D, and so go up the musical staff. This can be applied to sentences as, "He walks in thick mists."

6. Not only go up the staff but come down it also. The teacher must remember that this training is indispensable. It is not something he can take up or omit as he may deem best—it is indispensable. Many a man goes to college, to a theological seminary, and then to a pulpit, only to feel that he is utterly unable to speak expressively, or even decently. His vocal organs for want of training are like sole leather, they have no flexibility. He has good things to say, but not a good way of saying them.

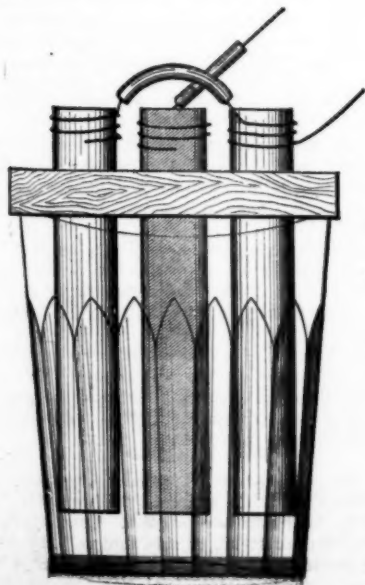
So it is with teachers at conventions or associations. How few have pleasant voices! At one association this summer a lady read a paper in such a silvery voice that every one said, "Who is she?" She was one who taught elocution in a high school, doing precisely what has been suggested above.

One of the visitors to a district school lately, described the voice of the young teacher by saying "she had probably taken lessons from her father when he filed his saw." Teacher, if your pupils have unpleasant voices it is your fault.

EXPERIMENTS WITH INCANDESCENT ELECTRIC LAMPS.*

II.

The next thing is to take a piece of bare wire about six inches long, and wind half of it around the end of the zinc rod, as was done with one of the carbons. This can also be made a firm contact by pouring a little melted lead over the part where the wire is wrapped around. After this is done, put the two carbons through the holes at each end of the piece of wood, and the zinc through the middle hole. Now, nearly fill the tumbler with the battery solution, for which a formula is given below, and place the piece of wood across the top of the tumbler so that the carbons and zinc will be in the fluid. The battery will then be ready for work. When completed, the battery will present about the following appearance:



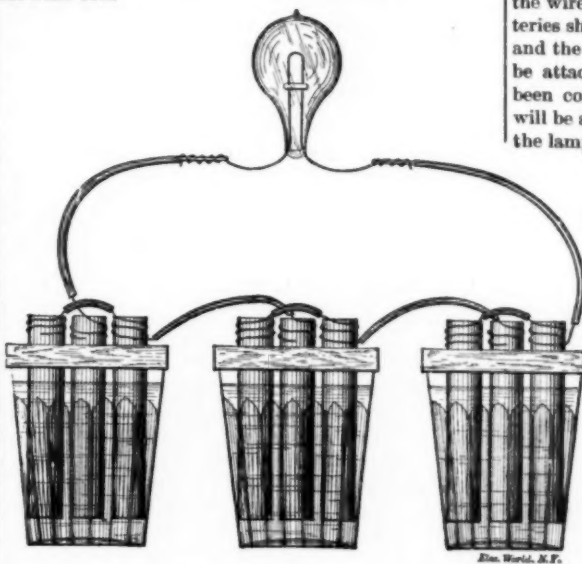
The formula for making the battery solution is as follows:

Dissolve four ounces of bi-chromate of potash (commercial) in one quart of hot water, and after it is cold add *very slowly and gradually* four ounces of common sulphuric acid, stirring with a glass rod meanwhile. When cold it is ready for use, and gives the best results when it has not been kept too long. Any druggist will make up this solution, if desired.

Care should be taken not to spill the solution on clothing or carpets, as it will stain and rot wherever it touches such articles, the acid used in making it being strong.

TO CONNECT THE BATTERY.

As stated above, there are no lamps made which can be properly lighted with one cell of battery, and when two or more cells are used, they should be connected together as follows: To connect one cell to the other, twist together the end of the wire leading from the carbon of one cell and the end of the wire leading from the zinc of the next cell.



There will then be two ends of wire left free, and to these should be attached the wires of the lamp. This method of connection is called connecting in "series," and the result is that the intensity, in volts, of each cell is added to the others connected. For instance, if there are three cells, each giving two volts, they will give six volts when thus connected together. It will be seen, therefore, that for every two volts required by the lamp, one cell of battery should be provided; thus, for a one-candle power lamp of four volts two cells will be sufficient, while for a two or three-candle lamp of five or six volts three cells would be necessary.

Instead of twisting the ends of the wires together, in connecting up the cells, connectors may be used. These cost only a few cents each, and may be obtained from any dealer in electrical goods.

Care must be taken that the zinc does not touch either of the carbons when the battery is in use, as that will short-circuit the cell. This may be avoided by putting a small rubber band around the bottom of each of the carbons.

The cheap battery, which has just been described, will be found a very efficient form, and will keep a lamp brilliantly lighted for two or three hours, after which the cells may be emptied out, refilled with solution and operated again. The only part that wears out is the zinc rod, which can be renewed from time to time.

OTHER FORMS OF BATTERY.

The cheap form of battery above described is one that is well adapted for experimental and temporary purposes, for the reason that the current must be used at once, as the action goes on whether the lamp is lighted or not. If it should be desired to place lamps in closets, hallway, cellar, or other places, and light them at any time without being obliged to fill up the battery afresh, it would be necessary to use a different type of battery. This should be either a porous cup battery or a storage battery, either of which can be obtained of any dealer in electrical goods.

The porous cup is a form of primary battery in which is used carbons and zincs and a solution of bi-chromate of potash or chromic acid. It differs from the simple one above described because it has, in addition, a porous cup, which usually contains the strong acid, which keeps the battery from running down as quickly as the simpler form. All these are called primary batteries because they make their own current in the first instance.

A storage, or secondary, battery consists of lead plates immersed in acidulated water and does not create its own current. The energy of the electric current from an other battery or source of electricity is carried into it and stored, and can be used at any time to light electric lamps, operate electric motors, or do other useful work. While the cost of storage batteries and the primary batteries to charge them are greater in the first place, they can be operated with great satisfaction and small cost, and need scarcely any attention whatever.

Let us suppose, for instance, that it were desired to place a dozen three-candle power Edison lamps in closets, hallway, and other parts of a house, so that they could be lighted for a few minutes' use at any moment without any further trouble than pressing a button. To do this, there would, in the first place, be required the lamps; then three cells of storage battery (each cell giving about two volts), and about twelve cells of gravity, or bluestone, battery with which to charge the storage cells. The batteries can all be placed in the cellar, whence the wires could be run to the lamps. The bluestone batteries should be connected in series, as above explained, and the two end wires from the bluestone batteries should be attached to the storage batteries (they also having been connected in series). In twenty-four hours there will be sufficient charge in the storage batteries to operate the lamps for a short time, and after that the lamps could be used at any time, while the batteries would need no more attention for, probably, three or four months.

The above will probably be sufficient to show that these miniature lamps can be put to practical use even by those who are unacquainted with electrical science, as well as being adapted for amusing and instructive experiments.

* Continued from THE JOURNAL of July 5.

OBSERVATION LESSONS.

(The teacher takes a block of wood and drives a tack into it; to this he ties a thread and draws the block across the floor.)

"You may tell me what you saw."

"The block changed its position." "It went fast when you pulled hard." "It stood still when you stopped pulling."

"You say 'it went fast when I pulled hard,'—is that something you saw or that you inferred?"

"I must have inferred it."

"Very well. You say 'it stood still when I stopped pulling'—is that observation?"

"Wrong; I did not see that."

"Very well. I draw it again. Restate."

"The block changes position." "Goes fast or slow." "It tends to stay still." "You must pull all the time to make it move."

"Very well. Now you may each draw it. From what you have seen and from what you do you may make a judgment or draw an inference."

"It is put in motion by pulling on the thread." "The activity depends on the force exerted." "It doesn't want to move." (Has inertia.) "It does not want to stop." (Has inertia.) "The floor opposes the movement." (There is resistance.)

"Very Well. I will write on the blackboard some words. Force, resistance, inertia, motion, power."

"Where did the force that caused the block to move come from? What is the source of the inertia? How many kinds of inertia?"

"Here is an india-rubber band. I stretch it. You may do the same. Tell me what you observe."

"It tends to go back."

"Where did it get the power to cause this tendency?"

"From the hand."

"Tell me of other things that have a power or force in them besides the elastic band?"

"I can bend a bow." "I can lift the block and it will tend to go down." "Air may give power, as when you blow." "Water in a stream."

"Very well. All these have power to work—have energy in them. Where did the elastic band get it. Where did the air get it? Where did the block get it? Where did the bow get it?"

"Are there then original sources of energy?"

"Men, animals, the sun."

"Are there secondary sources?"

"The wind, the raised block," etc.

I DESIRE to thank the editors of THE SCHOOL JOURNAL for their grand efforts to assist the teachers of the land. I have been reading THE JOURNAL, weekly, for five years, and I am not overestimating when I say that every article contained in its pages has been a source of benefit to me.

Dallas, Tex.

A. V. H.

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

IN THE HEART OF THE WOODS.

Such beautiful things in the heart of the woods !
Flowers and ferns, and the soft, green moss ;
Such love of the birds, in the solitudes,
Where the swift wings glance, and the tree tops
toss ;
Spaces of silence, swept with song,
Which nobody hears but the God above ;
Spaces where myriad creatures throng,
Sunning themselves in his guarding love.

Such safety and peace in the heart of the woods,
Far from the city's dust and din,
Where passion nor hate of man intrudes,
Nor fashion nor folly has entered in.
Deeper than hunter's trail hath gone,
Glimmers the tarn where the wild deer drink ;
And fearless and free comes the gentle fawn
To peep at herself o'er the grassy brink.

Such pledge of love in the heart of the woods,
For the Maker of all things keeps the least,
And over the tiny floweret broods,
With care that for ages has never ceased.
If he care for this, will he not for thee—
Thee, wherever thou art to-day ?
Child of an infinite Father, see ;
And safe in such gentlest keeping stay.

—SELECTED.

AN IMPRESSION.

A cypress dark against the blue,
That deepens up to such a hue
As never painter dared and drew ;

A marble shaft that stands alone,
Above a wreck of sculptured stone
With gray-green aloes overgrown ;

A hill side scored with hollow veins
Through age-long wash of summer rains
As purple as with vintage stains ;

And rocks that while the hours run
Show all the jewels, one by one,
For pastime of the summer sun ;

A crescent sail upon the sea
So calm and fair and ripple-free
You wonder storms can ever be ;

A shore with deep indented bays,
And o'er the gleaming waterways
A glimpse of islands in the haze ;

A face bronzed dark to red and gold
With mountain eyes that seem to hold
The freshness of the world of old ;

A shepherd's crook, a coat of fleece,
A grazing flock :—the sense of peace,
The long sweet silence,—this is Greece !

RENNELL RODD, in *Harper's Magazine*.

MORNING CHEER.

I stood within the little cove
Full of the morning's life and hope,
While heavily the eager waves
Came thundering up the rocky slope.

The splendid breakers ! How they rushed,
All emerald green and flashing white,
Tumultuous in the morning sun
With cheer and sparkle and delight !

And freshly blew the fragrant wind—
The wild sea wind, across their tops,
And caught the spray and flung it far
In sweeping showers of glistening drops.

Within the cove, all flashed and foamed
With many a fleeting rainbow hue ;
Without gleamed bright against the sky
A tender, wavering line of blue,

Where tossed the distant waves, and far
Shone silver-white a quiet sail ;

And overhead the soaring gulls
With graceful pinions stemmed the gale.

And all my pulses thrilled with joy,
Watching the winds' and waters' strife,
With sudden rapture—and I cried :
"O sweet is Life ! Thank God for Life !"

—SELECTED.

ECHO SONG.

Who can say where echo dwells ?
In some mountain cave, methinks,
Where the white owl sits and blinks ;
Or in deep sequestered dells,
Where the fox-glove hangs its bells,
Echo dwells,
Echo !
Echo !

Phantom of the crystal air,
Daughter of sweet mystery !
Here is one has need of thee ;
Lead him to thy secret lair,
Myrtle brings he for thy hair ;
Hear his prayer,
Echo !
Echo !

Echo, lift thy drowsy head,
And repeat each charmed word
Thou must needs have overheard
Yestere'en ere, rosy red,
Daphne down the valley fled ;
Words unsaid,
Echo !
Echo !

Breathe the vows she since denies !
She had broken every vow ;
What she would she would not now ;
Thou didst hear her perjuries.
Whisper, while I shut my eyes,
Those sweet lies,
Echo !
Echo !

—THOMAS BAILEY ALDRICH, in *Atlantic Monthly*.

SUNSET CALM.

The dying sunbeams softly play
On fields of tawny grain ;
The rabbits' house I beneath the bay
That skirts the scented lane.

No breeze the leaf to music wakes
In bowers green and cool ;
No swallow's wing in circles breaks
The mirror of the pool.

No sheep-bell tinkles from the fold ;
And in the lilac glow
That steals o'er Nature's cloth of gold
The shadows longer grow

And melt into the silence deep,
Unbroken as a dream,
That settles like a wreath of sleep
On crimsoned mead and stream.

—Harper's Weekly.

THE BELL OF THE ANGELS.

There has come to my mind a legend, a thing I had half
forgot,
And whether I read it or dreamed it, ah, well ! it matters
not.

It is said in heaven at twilight a great bell softly
swings,
And man may listen and harken to the wondrous music
that rings,
If he put from his heart's inner chamber all the passion
pain and strife,
Heartache and weary longing that throb in the pulses of
life—

If he thrust from his soul all hatred, all thoughts of
wicked things,
He can hear in the holy twilight how the bell of the
angels rings.

And I think there lies in this legend, if we open our eyes
to see,
Somewhat of an inner meaning, my friend, to you and
to me.

Let us look in our hearts and question : "Can pure
thoughts enter in
To a soul if it be already the dwelling of thoughts of
sin ?"

So, then, let us ponder a little—let us look in our hearts
and see
If the twilight bell of the angels could ring for us—you
and me.

—Atlanta Constitution.

OUR TIMES.

IMPORTANT EVENTS, DISCOVERIES, ETC.

NEWS SUMMARY.

AUGUST 25.—Dr. Carl Peters and Lieutenant Tiedemann, East African explorers, arrive in Berlin.—Strikes in Australia and Europe.—Death of Congressman Watson, of Pennsylvania.—Steubenville, O., holds a celebration in honor of Baron Steuben.

AUGUST 26.—Monument to British soldiers who fell at Waterloo unveiled near the battlefield.—Two persons die of cholera in Silesia.—Cordial relations re-established between Germany and Russia.

AUGUST 27.—A German revolutionary editor sent to jail.—Tokay, in Hungary, destroyed by fire.

AUGUST 28.—An expedition started from Caconda, Benguela, to punish the king of Bibeland for outrages on Portuguese subjects.—Great forest fires near Sofia.

AUGUST 29.—Guatemala and Salvador sign a peace treaty.—Captain-General Polavieja, of Cuba, begins a war on brigands.

AUGUST 30.—Floods in Switzerland and Austria.—Blaine's Reciprocity scheme discussed.

SIGNS OF PEACE.

Many are looking for signs of peace. One of these is the recent expression by Lord Salisbury of a willingness that the Behring sea matter should be left to arbitration. Such an expression would not have come from that quarter ten years ago. Then the improvement of weapons has contributed to the maintenance of peace. They have been made so destructive, both in naval and land warfare, that victory seems assured to the army that has the advantage of their first use, while no army is sure of securing the first effective fire. The appeals of the two peace conferences have also had a great result on public sentiment. What are some of the recent improvements in weapons of war ? How are nations damaged by war ?

AN IMPORTANT INVENTION.

An invention of the highest importance in navigation has just been made by Ensign Gibson and Lieut. Diehl of the United States navy. The deflection of the needle by local magnetism, especially on iron ships, has been the cause of many accidents. The problem before them was to produce a contrivance that would leave the needle free to obey only the pole's magnetism, and this is done by the compensating binnacle. Magnets are so placed below the needle as to overcome the local attractions. The new invention will be placed on the ships of our navy.

THE PARTITION OF AFRICA.

The recent treaty between Great Britain and Portugal completes the division of almost all Africa except the Congo state and Liberia on a friendly basis between Germany, France, Great Britain, Portugal, Italy, and Holland. The only country that can create trouble is Egypt, and the time will probably never come when Great Britain will think this country no longer needs protection. France will always resent her claim there and be ever ready to side with her foes to extend French territory. The territory in Africa assigned to France is enormous even without counting the desert portion of it, and she has also obtained permission to annex the whole island of Madagascar. From this time Africa will make rapid progress in civilization.

RUSSIA AND THE JEWS.

Russia has recently increased the severity of her measures toward the Jews. They are required to live in town and are not allowed to own or farm land. They cannot have any connection with the mines, are shut out from the schools, are debarred from the practice of law, and are forbidden to act as engineers and army physicians or to hold government positions. It is estimated that the actual number of expulsions under the enforcement of these regulations will not fall below one million. Large numbers of the unfortunate people are already leaving the country.

SUFFERING IN OKLAHOMA.—Considerable destitution exists in the new settlement. The outlook is gloomy. Some months ago this was predicted on account of the unreasonable rush to the territory. Where is Oklahoma ?

A SHIP CANAL.—The Manchester ship canal is nearly completed. The idea of a ship canal between the mouth of the Mersey and the Dee has been temporarily abandoned. Where is a ship canal now being built on this continent ?

CANADA ALARMED.—The deputy minister of agriculture declares that Asiatic cholera will certainly visit Canada next year. In order to check its advance he proposes to establish quarantine stations in British Columbia, on the same plan as that at Grosse Isle.

BOYCOTTING.—In the west of Ireland boycotting is still largely used as a political weapon. Bishop O'Dwyer, in a recent letter, condemns the practice. Timothy Healy, in speaking of the potato blight, said that nothing stood between the people and starvation during the coming winter. What is boycotting ?

SMOKELESS POWDER.—The military maneuvers at Montichiari, Italy, with smokeless powder were a great success. The batteries of artillery fired half an hour without their presence being discovered. What advantage will this be in war?

HELIGOLAND'S VALUE TO GERMANY.—The real value of the island lies in its relation to the new canal which is to unite the North sea and the Baltic. From the moment that Germany aspired to be a maritime power the necessity was imposed upon her of having two fleets, one in the North sea and one in the Baltic. In case of war, either in the east or the west, these two fleets can unite through the canal, without interruption by a hostile fleet.

RUSSIAN JEWS.—Preparations are making for an extensive emigration of Jews from Russia. Already thousands of families have left Russia, Poland, Lithuania, and Volynia, for Brazil. Many will go to Palestine. What course has Russia taken toward the Jews?

ST. DOMINGO'S TROUBLES.—An agent of ex-Vice-President Moya recently came to the United States to purchase guns and ammunition for the revolutionary forces. President Huereaux was informed of the movements of the rebels.

LAW OF NATIONS.—A conference whose object is the reform of the law of nations met at Liverpool. David Dudley Field read a paper on international arbitration. Territorial waters and fishing rights also were considered. What fishery questions have lately attracted much attention?

A NEW CRUISER.—The *San Francisco* during her late four hours' trip made an average speed of 19.7 knots an hour, which is about .02 of a knot in excess of the recent record of the *Philadelphia*. This beats the record. While she was lying at anchor at Santa Barbara, Cal., her search lights were tested. Rays were thrown in every direction and every part of the harbor was brilliantly illuminated. Of what use is a search light?

COUPLERS AND BRAKES.—A bill was introduced into congress to compel railroad companies to equip their cars with such couplers as will not require tralmen to go between the ends of the cars to couple or to uncouple them, and with automatic brakes, so that the speed of the train can be controlled by the engineer. It is estimated that 20,000 railroad men in the United States are either killed or injured every year by using the hand brakes and pin couplers.

FRENCH ENGINEERING.—A plan has been approved for the building of a road from Constantine and Biskra, in Algiers, across the desert to Lake Tchad, a distance of 2,000 miles. M. Yves Guyot, the minister of public works, has submitted to the cabinet a project for the construction of a sea canal to Paris. His plans were favorably considered, and were referred to a committee of engineers.

SAMOA.—There is trouble again in Samoa. The consuls of America, Great Britain, and Germany lately issued a proclamation warning natives against intriguing to place Mataafa in power. They declared that Samoan villages that rebelled against Malietoa would be severely punished. Tell about the people, productions, etc., of Samoa.

SEEKING TO END WAR'S HORRORS.—A resident of Vienna is reported to have invented a wonderful war missile. It consists of a shell filled with a liquid which, after the explosion, is changed into a gas that makes every living thing for a considerable space around unconscious, and they remain so for two or three hours. The inventor claims that the objects of war could be attained without shedding blood. What change did gunpowder make in the modes of warfare?

BELLAMY'S IDEAS.—A company has been organized at Des Moines, Iowa, to put Edward Bellamy's plan to a practical test. A committee appointed by the colony is now traveling in Louisiana to select a site for the society. It is said that a suitable spot has been found near Lake Charles. What is Bellamy's idea as given in his novel "Looking Backward"?

GOLD IN CONNECTICUT.—Great excitement was caused near Ansonia by the finding of a ledge of rock containing gold. A stream flows near the ledge and it would be a good place for a crushing mill if the ore should be found in sufficient quantities.

JAPANESE ELECTION.—The first popular election in Japan passed off quietly. The people went to the polls, voted without clamor or excitement, and then returned to their duties. The polls were then closed and the ballot-boxes locked. The following day these boxes were opened, the votes honestly counted, and the result was made public immediately. The candidates voted for at this election included a part of the senate, the remainder being appointed by the highest tax-payers in each city. The body is thus chosen so that it may fairly represent the wealth and nobility of the country. All the members of the lower house, however, are chosen by the popular vote.

OF SPECIAL INTEREST TO PUPILS.

PNEUMATIC TUBES.—A Philadelphia lawyer who has been studying the Paris method of sending letters in pneumatic tubes has devised a plan for New York and Washington. He proposes to distribute the letter boxes much the same as now. By simply pressing a button the letters will be sent into the main pipe, which will carry them to the general post-office. The inventor thinks that letters can be sent ten or twelve miles into the suburbs cheaper and quicker than a telegraph despatch.

PROPOSED SHIP RAILWAY.—It is proposed to build a ship-railway over the land (sixty-seven miles) separating Lakes Huron and Ontario. The route is from Georgian bay to the mouth of the Humber river, the land reaching a height of 664 feet above Lake Huron. By this route, it is said, a propeller could reach Montreal and Quebec in less time than it can now reach Buffalo.

THE RULER'S AUTOGRAPH.—The Queen's signature to state documents is still a model of firmness and legibility, no sign of Her Majesty's advanced age being discernible in the boldly written "Victoria R." which she attaches to such papers as have to bear the royal autograph. The question of the signing of state documents by the sovereign became one of considerable importance in the last months of George IV.'s reign. During this period His Majesty was in such a debilitated state that the writing of numerous autographs was impossible, and a short bill was hurriedly passed through parliament authorizing the King to affix a fac-simile of his autograph by means of an inked stamp.

LIGHT SIGNALING.—The triumph of light signaling is near at hand. Lieutenant Wittenmeyer, of the department of Arizona, sent a message by a single flash from Mount Reno, near Fort McDowell, to Mount Graham, near Fort Grant, a distance of 125 miles. The message was received and sent on ninety miles still farther by the same means. The total distance was 215 miles with a single intervention. Heretofore, seventy miles has been the greatest signaling distance.

A PRE-REVOLUTIONARY HOUSE.—There is a house at Ulsterville, N. Y., that was built in 1764, as shown by an iron plate set in a stone in the front gable. The building is of stone set in mortar, and is of the style in vogue in Revolutionary days. The walls are fully two feet thick, and were not only built for durability but also as a protection against the Indians, who at that time roamed in the valleys of Ulster, Orange, and adjacent counties. Numerous bullet holes may be seen in the doors and window frames, made by leaden missiles from the guns of the Indians.

LUMINOUS FOUNTAINS.—For several months past the Grand Hotel at Paris has transformed its fountain in the courtyard, where celebrities of all nations are wont to meet, into a luminous fountain, flashing at night with all sorts of varied colors. A rich Parisian has fitted up one of these fountains on his dining table, the works of which are smothered in a huge bouquet, a tasteful and novel addition to the enjoyment of a dinner.

THE ROSE OF ENGLAND.—When Henry VI., of the house of Lancaster was king, the house of York tried to take the throne from him. It is related that the leaders of these families met one day in the Temple garden at London, and disputed together. The leader of the house of York plucked a white rose, and called upon all his friends to do the same. The leader of the house of Lancaster then plucked a red rose, and asked the friends of that house to pluck a red rose also. So in the great wars that followed, members of the house of Lancaster wore the red rose for a badge, and those of the house of York the white rose. These wars are called in history the "Wars of the Roses." The marriage of a Lancaster prince to Elizabeth of York ended the wars. A white and red rose grows in English gardens, called the York and Lancaster rose.

BALLOONS IN WAR.—A balloon corps was organized by General McClellan at the outbreak of our Civil war, 1861, and the use of balloons was one of the regular means of obtaining information of the movements of the enemy. During the siege of Paris, the balloon became the only means of sending despatches out of the beleaguered city, and proved to be very reliable. Every government probably now has a balloon corps.

AN ANCIENT BURYING GROUND.—Among interesting incidents connected with the building of the Croton aqueduct was the unearthing, near Inwood, of parts of ten skeletons and some broken pieces of red clay and black pottery ornamented with a very neat design. The field from which the remains were taken lies at the head of a small valley running from the Harlem river basin down to the Hudson. The bodies all lay with their feet to the east and toward a supposed fortification on a hill near by. The graves had been cut into the rock for two and a half or three feet and white sand used as a covering.

CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

THE STUDY OF GRAMMAR.

Until quite recently grammar had always been regarded as a very important subject in the public school curriculum of Ontario, but for some time the opinion has been gaining ground that it has taken the place that practical language training should occupy. At the recent meeting of the Provincial Teachers' Association, Principal R. K. Row, of the Kingston model school, crystallized this thought in a resolution, "that technical grammar should be removed from the public school program, except so far as it may be taught incidentally in a thorough course of practical language training." He showed that the profitable study of grammar requires the best powers of trained minds, and therefore the part of the subject studied in public schools is very imperfectly understood. He also showed that those who never go farther than the public schools, comprise ninety per cent. of the whole school attendance, and that these do not make any use of the smattering of grammar acquired; and that owing to the time wasted on grammar, the training in the use of language has been all but generally neglected. A lively discussion followed the address, but the vote was nearly unanimous for the resolution. Mr. Row and Mr. Wm. Houston, M.A., of Toronto, were appointed to prepare a syllabus of language lessons for the public schools of the Province. R.

LONGITUDE-TAKING AT SEA.

I was very much interested in the article on the stars, but I do not understand at all how a ship's captain can tell where he is by looking at the stars. Will you please explain and make it very simple? M. M.

It is not as easy as you think to make longitude-taking a simple affair; however, the effort will be made. The moon goes through the heavens, making the entire circuit of the zodiac in 28 days—that is, advances 13 degrees per day. In this round she passes by the planets and by these nine bright stars: Arctis, Aldebaran, Pollux, Regulus, Spica, Antares, Aquila, Fomalhaut, Pegasi. These nine stars and the planets are as well known to the sailor as the figures on the dial of a clock are to you. (Some of these stars were pointed out in the article on the stars.) Now the distance of the moon from the planets and from some one of these stars for every third hour of the day is computed and put in the Nautical Almanac which every captain has, —the distance from the moon is given and the time at Greenwich. For example, suppose the captain sees the moon is 5 degrees from Antares and the time is 9 o'clock A. M. Turning to the Nautical Almanac he finds that it is 7 o'clock A. M. at Greenwich when the moon is 5 degrees from Antares. That tells him that he is two hours east of the meridian of Greenwich. (Fifteen degrees of space correspond to an hour of time and it is earlier west than east.) He is then thirty degrees or 1800 miles east of the Meridian of Greenwich. If he is in the Southern ocean, as is probable, he may be near the Cape of Good Hope; that would depend on the latitude.

It is a good thing to teach every boy and girl that is twelve years old the names of the constellations of the zodiac and the names of these nine bright stars: Antares (in Scorpio), Spica (in Virgo), Regulus (in Leo), Pollux (in Gemini), Aldebaran (in Taurus), Pegasi (two bright stars in Pegasus above Pisces), Altair (in Aquila), Fomalhaut (in Pisces Australis, south of Aquarius), Arctis (in Sagittarius). Then when he sees these in the heavens he may be able to comprehend one of the great discoveries of modern times—the way the longitude of a ship is discovered.

TEACHING READING IN A COUNTRY SCHOOL.

Please tell me through THE JOURNAL the best method of teaching reading in a country school where the children do not know their letters. M. G.

To teach a child to read is to teach him to get thought by means of the printed words. He gets thought in several ways—in the language way he gets thought by seeing words arranged properly one after another; then if he utters these words he is expressing the thought he has gained, but bear in mind that he must get thought; in other words, that reading is a thinking process—not a mechanical one.

Select an object as a hat; place it before the child. Put it on your head, put it on his head; he begins to be interested. "What is it?" You write the word he gives, "hat." "That is the word hat." "What is this?" (pointing to the hat.) "What is that?" (Pointing to the word.) The idea is grasped that the word represents the thing—a grand discovery whether made by the individual or the race.

You bring up a boy, named John. "Who is this?" He answers and you write "John." You give John the hat. "What has John?" "Tell me what John has?" You write "John has the hat," and read it. "You may read it." Now all this writing is to be in script, not in print remember. You may now take out a ball, and use it in the same way. In the course of time you will come to the thought that "John has the ball."

Now your fault will be to go too fast. You will want to do the thinking. Let me beg of you to go slow, to make the child do the thinking. In fact you cannot teach him to read unless you let him think.

Shall you teach the alphabet? No, no, no, you stop his thinking by doing that. Shall he spell his words? No, no, no. That stops his thinking too. Well, you have used the objects "hat" and "ball." You can now show pictures of a hat and a ball. You can talk about them and the child will get the same idea from a picture of a hat as from the hat itself. Now you will use some other objects in the same way—no book being in the hands of teacher or pupil. A start has been made in getting the child to think and to express his thought.

You take up a book and you start him off in the use of it slowly. You write, "I see the cat," for example, and repeat it. You point to it, "What does it say?" You question and talk. Then you show him the sentence "I see the cat" in his book and read it. He will grasp the idea.

You write, "I see the hat," and after it is comprehended—that is, when he "gets the thought," you turn to the book. And so you go on until he has learned to read—some words. He will soon learn a stock of words, say 40; and if you can write these on cards, do so; if you can buy them printed on cards, do so. Let him set them up at his desk, as "The cat has a rat," "I see the cat," and so on.

After the ground is solid under his feet as to a knowledge of words, you can begin to give him a knowledge of the sounds of the letters. Take "cat" for example. You point to *c* and give the sound of *k*, then to *a* giving its sound, then to *t* giving its sound. He will watch you and wonder; you do it again slowly. "Try it." He tries and you smile. You take up "rat" in the same way, and when he has given the sound as best he can you leave him to think it out. A chart is a great help, and you should have one; but you can do without one. One thing you cannot do without and that is a right use of a right method. You must study the child and learn how he learns. Do you own "Parker's Talks on Teaching"?

When was the law passed excluding the Chinese? What were the objections urged against them? E. C.

The law was passed by congress in 1884 and forbids Chinamen to enter the country for ten years. The chief basis of the argument for the passage of the bill was the hostility of the working classes to the Chinamen, chiefly because their presence cheapened labor. It was also held that they did not immigrate with the intention of becoming citizens, but came to accumulate property and return home with it. And finally, it was objected to them that they are pagans, and bring with them their idolatrous and heathenish worship and customs.

Of what country is Emin Pasha a native? What province did he govern? A. D.

His real name is Edward Schnitzer, and he is a native of Silesia, a province of eastern Germany. He became an enthusiastic naturalist and traveler. In his wanderings he made the acquaintance of Gen. Gordon who in 1876 appointed him governor of a province in the Soudan whose capital is at Lado, on the upper reach of the White Nile. He maintained an army of 2,000 native Egyptian troops. With these he drove out slave traders, set up schools, planted mission stations, and established an enlightened, powerful, and good government, over a population of 6,000,000 who were in the grossest ignorance and in the most barbaric practices of savagery. Since the death of Gordon, Emin had been barely able to resist the power of the Arab slave traders, and in the latter part of 1889 he was rescued by Stanley.

Which shall I say: 1. "I am sure of its being he that came." 2. "I am sure of it being him that came." 3. "I am sure of its being him that came." 4. "It is I who stand here that is to blame." 5. "It is I who stand here that am to blame." M. P.

Nos 1 and 5 are correct. The best usage places the noun or pronoun in the possessive case before such a phrase as "being he," and the verb "to be" takes the same case after it as before it. You can no more say "its being him" than you could say "it was him." Why not say directly, "I am sure it was he that came," or "he was the man," etc.

Common sense gives an answer to many grammatical terms. Here, for instance, we have three expressions: 1. I should like to have gone; 2. I should have liked to go; 3. I should have liked to have gone. These mean, 1. I should like now to have gone then; 2. I should have liked then to go at any time; 3. I should have liked then to have gone, at some previous time. A little analysis like this will settle more than all of Murray's and Brown's grammars in existence.

Ontario.

WILLIAM JAMESTON.

What are Edison's most famous inventions?

J. R. D.

The best known inventions of Edison are the telephone, the improved dynamo, the incandescent lamp, electric motors, and the phonograph.

EDUCATIONAL NOTES.

MR. A. V. GRANNIS writes from Buffalo, "I would like to see Bible teaching in the schools, but it cannot be, as I well understand. I enclose a clipping from the *Independent*, a leading religious newspaper, which is sound, in my judgment:"

"The public school system, existing in the several states of the Union, is directly the creation of state authority, and is maintained and enforced by compulsory taxation. The object is to meet a great practical want in the way of popular education that otherwise would not be adequately met. There can be no doubt either as to the necessity or as to the wisdom of the system considered with reference to the end had in view. The question whether the education, thus provided for, shall be simply secular, or shall, in addition thereto, include some element or elements of religious teaching, is the vexed question that has for years been the bone of contention in our public school system, and that now really constitutes its greatest peril. We have never had but one opinion on this subject, and have given full expression thereto, as occasion has called for it. We do not believe it to be the legitimate province of any state, as such, to engage in any species of religious propagandism, whether in the public school or elsewhere. A state, in order to do this, must first have a state religion, and, of course, must authoritatively determine what it shall be, and what it shall embrace; and, having proceeded thus far, it must then, in order to give the idea a practical form, compel the people through a tax levy to pay the expense of teaching the religion, whether they believe in its truth or not. The mere statement of the idea ought to be sufficient to refute it with the American people. An American state cannot consistently extend its public school system, supported by general taxation, and regulated by law, beyond the purely secular field of education; and those who demand that it shall do more than this are making war upon the only system that comes within the province of the state. Our public school system must be purely secular in its instruction, or be abandoned altogether, unless the people are prepared to have the state in its organic power become a religious propagandist. We desire to preserve and perpetuate the system on the only basis that is practicable, and hence utterly dissent alike from those Catholics and those Protestants who would use the public schools for religious purposes. Not a dollar of the public money should be thus expended. No man should be required by law to pay a solitary penny for religious propagandism. Such a requirement is simply tyranny."

MAYOR GLEASON had a commission appointed by the board of education of Long Island City, to examine the teachers. Ninety-one applicants were examined, sixty-two of whom passed a successful examination in the studies taught in the schools. The unsuccessful candidates are to be re-examined at some future time. Twenty-two of the old teachers did not enter the competition, being suspicious. Mr. Gleason made a speech, in which he said the percentage (66) of those who entered the competition and were successful was very poor, and showed that many of the city's teachers were unfit for the position. The mayor's eminent fitness to judge of educational qualifications gave a certain richness to this declaration.—*Times*.

DURING the months of August and September a good many questions will be hurled at the would-be teacher; What shall they be? Shall the examiner ask these questions: (1) When was the first railroad built in your state? (2) Give the total value of all the agricultural, manufacturing, and mineral productions of your state? (3) Where were the first canals of your state built? (4) What is the total amount raised by taxation to support the free schools of your state? (5) How many of the men trained at West Point went over to the Confederacy? (6) How many were killed in the Civil war on each side? (7) Which state produces the greatest hay crop? (8) How far can you converse by telephone?

A good many worse than these are asked. The writer was asked, "How much did the Croton aqueduct cost?" when he applied for a small country school. R.

THE other day we opened an old easy grammar of geography, "published in Poughkeepsie, and written by Jacob Willets in 1826, and read that "the chief towns of Illinois are Kaskaskias, Cahokia, Vandalia, and Edwardsville." The world at large has now little knowledge of any of those except Vandalia. This was before Chicago's time. In Indiana, it says, "The chief towns are Vincennes, Vevay, Brookville, and Corydon." We now know Vincennes, but where are the rest? In speaking of Michigan territory it says that Michilimackinack is an island in the strait of the same name. Times change.

BISHOP McQUAID, of Rochester, N. Y., says in *College and School*:

"I have nothing to say to Mr. Gibson, who advocates denominational schools. Evidently he is not in touch with the question as now before the American people. Denominational schools will answer European countries.

We want something better in America, without sacrificing the religious training of the young."

A RECENT letter of a Kansas teacher to THE JOURNAL has been widely copied. He said: "I had a school of sixty pupils, a very poor school-house, plaster off the walls, nine panes of glass out of the windows, no fences, no trees, no outhouses. I interested the mothers to clean up, and fix up, and provide outhouses. Then I began to interest the children. We had rousing 'reception days' every month, and finally closed with an 'exhibition' that filled the church.

"At this I got the people to talking, and they decided on a new building, and in this I now am. It is a pretty school-house, having a little steeple with a bell in it. There is a fence around the acre of ground, a well, a plank walk, and we have new desks." We get many such letters, and we expect to get many more, for those who read good papers and books are the very ones who do the best work. There is no doubt of this.

"It is a good thing to have an eloquent friend." This remark was made to Prof. Alexander Hogg, of Texas, after the speech of E. G. Senter, nominating him for state superintendent of public instruction.

THE Rev. E. C. Moon, of Providence, asked his people a few Sundays ago if they knew that the word school means a place of leisure. We suppose the younger members of his congregation are too well-mannered to talk out in meeting, or some of them might have answered that the word has lost its meaning and now means nothing more than a place of driving.

THE "White Cross" society is one of the most beneficent organizations of this age. Under the leadership of such intelligent women as Frances E. Willard, and Mrs. Livermore it has already done a great deal of good, and will do much more in the future. Woman is so asserting her own rights of life, liberty, and the pursuit of happiness that many a young lady is saying to the young man who asks her confidence: "You must be pure and true if you expect me to trust you." Lady teachers have great influence over the girls under their care, and from this influence comes equally great responsibility.

In a large girls' school in England, a class was completely puzzled, in a reading lesson, by "Paris." No one knew where it is, and the "school-marm" gravely explained to the examiner that the school did not take up geography! In another school it was said, "it is a pity that girls in town seldom know anything about geography," although "in mixed country schools it is often taught to girls with considerable success." The quotations are from the report of inspectors in England. We beg our readers not to misunderstand us—England, not China or Japan, or even America.

It is a fact that the average German soldier is eight pounds heavier than the British soldier, and this comes from his systematic physical training.

THE three R's include now, a great deal more than formerly. One writer says they mean r-aise the grade of your scholarship, r-aise the grade of your teaching power, r-aise the grade of your efficiency. We would add, r-aise your ideals, r-aise your ambition, r-aise the number of your professional books.

THE great Plato seems to have considered "play" somewhat as Froebel did nearly 2000 years later. But Plato treated it as a philosopher; he thought about it and stopped there. Froebel thought about it and put it into a practical scheme. In his "Laws" Plato says:

"Play has the mightiest influence on the maintenance and non-maintenance of laws; and if children's plays are conducted according to laws and rules, and they always pursue their amusements in conformity with order, while finding pleasure therein, it need not be feared that when they are grown up they will break laws whose objects are more serious." And again, in his "Republic": "From their earliest years, the plays of children ought to be subject to strict laws. For if their plays, and those who mingle with them, are arbitrary and lawless, how can they become virtuous men, law-abiding and obedient? On the contrary, when children are early trained to submit to laws in their plays, love for these laws enters into their souls with the music accompanying them and helps their development."

THE small boy with his cigarette is going to have a hard time of it in this state, if the officers of the law do their duty, but it will be a question of legs, rather than vigilance. The policeman can easily see his boy, but can he catch him? This is the question. And if he does, can he make him pay a fine of from \$2. to \$10? It is quite questionable; in fact, it is probable that few small boys have that amount of change about them. It is on their account one of our city "poets" has been moved to give vent to his feelings in the following rhyme if not poetry, and thus he sings:

"Oh you wicked Herods, without any pity!
New York without newsboys would be a dismal city.
Sweet Saint Nicotine, who first taught cigarettes to
blow,
Softens the hearts of these aldermen that aggerywates
us so!"

But it is probable that the hearts of neither policemen nor teachers will soften if they catch a boy with either a chew of tobacco in his mouth or a cigarette sticking out of it. Here is a new door opened for the teacher through which he can enter and make himself useful.

TIME is passing, our country is growing old, were thoughts that came to us on receiving the following announcement:

"1790-1890. The citizens of the Town of Geneseo, N. Y., will celebrate on Thursday, September 11, 1890, the one hundredth anniversary of the first settlement of the town. Addresses appropriate to the occasion will be delivered by the Hon. Sherman S. Rogers, of Buffalo, and Mr. A. J. Abbott, of Geneseo, and a poem by Mr. John H. McNaughton, of Caledonia. A procession of old residents, and military and civic organizations will also take place. You are cordially invited to be present, and join in the observance of the day. James Wood, Charles Jones, George B. Adams, committee."

Only one hundred years and what has been done in Geneseo. The country settled, roads built, canals dug, forests cut down, churches organized and church buildings erected, newspapers published, and a state normal school established. What more? A great deal that can't be written, for it is impossible to catalogue hope, joy, love, and success. Home comforts are beyond all description. Now at this Geneseo centennial the Hon. Mr. Rogers, and Mr. Abbott may orate, but they can't touch the real thing, after all, that makes this town a lovely and beautiful place. Talk of railroads that, after all, are but grasping companies run for pay! Good is made out of them, but the railroad itself isn't good. It is only a means by which good men may themselves become better and make others better. We congratulate Geneseo on her age and experience, but the real soul in Geneseo that we believe makes her so good cannot be put into a picture, woven into a poem, or declaimed from a pulpit. We love this old town with all our heart, but just what we love in her we cannot, for the life of us, put upon a printed page; yet we love her, all the same.

THE acceptance of the presidency of Amherst college by Dr. Gates, of Rutgers college, marks a notable era in the history of Amherst, for it has become a sort of unwritten law that the head of this institution must be ordained a minister. Although Dr. Gates is only a high private in the church, yet, a major-general in the educational army, he is a fit man to stand at the head of so noble a college as Amherst. Dr. Gates has a great work on his hands, for Amherst has held altogether too firmly to the traditions of the past, and so has failed to keep step with the march of educational progress. Even Wesleyan, at Middletown, has shown more effort to adapt itself to the spirit of the times than Amherst. It is true she has maintained an independence that is in many respects greatly to be commended, but she has also shown a disposition to keep the classical branches above scientific study. Colleges must adapt their work to the spirit of the times. We do not say demands of the times but spirit. People often demand what they should not have; but the spirit of the age is far above its demands. Dr. Gates' keen sympathy with the present and the real will be a grand thing for his college, while his known wisdom will steady his hand in guiding his ship through the educational waters, we hope he may live to sail for twenty-five years to come.

NEW ENGLAND has always boasted of her good soil in which to grow an educational crop. Her successful men and women have gone all over the world, but their sons and daughters are often called back to the land of their fathers. We have a notable example of this in Dr. Merrill Edwards Gates, a direct descendant of Jonathan Edwards. From his home in Amherst, Dr. Gates

will be in sight of the scene of the life-long labors of his distinguished ancestor at Northampton. We believe that the old hollow tree in which most of "The Freedom of the Will" was written is no more, but the place where it stood is pointed out, and some of the old houses in which Dr. Edwards visited, and perhaps lived, still remain. The view from Amherst will call up to Dr. Gates many interesting thoughts.

Dr. Eugene Bouton, the newly elected superintendent of schools at Bridgeport, although New York born, is a descendant of a Huguenot, who came from England to Boston in 1635, and in 1651 settled at South Norwalk, Conn. Thus he is both Massachusetts and Connecticut by descent, and New York by birth and education. We may say, by the way, that Dr. Bouton goes to his new place well qualified by experience in many departments of public work. As a graduate of Yale he knows New England, and as institute conductor, and principal of New Paltz he understands practical and general school-room detail. He will have the opportunity in Bridgeport to apply many of the ideas he has long cherished.

SUPT. JONES, of Erie, Penn., who has been for many years in charge of the schools of that city, has been elected superintendent of schools of Lincoln, Neb., at a salary of \$2,600. Mr. Jones carries to his new work ample experience and a sound judgment. The teachers of Nebraska will find him in every way a useful and capable and thoroughly co-operative man.

SUPT. V. G. CURTIS, of Winona, has received a unanimous election as superintendent of the New Haven, Conn., public schools. This position comes wholly unsolicited by him, his name being one of thirty-three candidates before the New Haven board. He first gained prominence in his work in Minnesota in the Stillwater schools before he went to Winona. Previous to his going West he was for ten years superintendent of the public schools at Corry, and before that time five years principal and superintendent of the schools at Ilion. His three years in Stillwater, and four years in Winona, together with his former experience, make an experience of twenty-two years in superintending schools. He thus brings to his work large drill and such a measure of success as prophesies a great measure of success in Connecticut.

THE power of good manners and politeness as a governing school-room force, can not well be over-estimated. A kind word is always a power for good when an angry answer or command would be a mightier power for evil. An incident illustrating this point is related of the Prince of Wales, who makes it a point to cultivate good manners, and is said to have severely lectured a near connection of his by marriage on the rudeness and impropriety of losing his temper when giving directions to his servants and treating them as if they were mere brutes. There is good sense and good feeling at the bottom of such a lecture, from which teachers can learn a lesson.

AN exchange says:

"One of the best endowed manual training schools, little known in this region, is situated at Crozet, Albemarle county, Va. It was founded by Samuel Miller, who gave a fund sufficient to produce an income of nearly \$100,000. The pupils must all be white children, but after admission they are clothed, fed, and instructed, being given a course of four years in practical mechanics; farming, telegraphy, typewriting, dressmaking, and other industries are also taught."

This is not a "manual training school," because the object is (as we understand) to teach the means of getting a living. Manual training aims at education.

MISS EFFIE HOFFMANN ROGERS, of Mahaska county, is evidently one of the live county superintendents of Iowa. She issued a course of study and invited the teachers to meet at Oskaloosa. She wants to inspire a desire for growth. Her circular shows that she believes that special and careful study of didactics is necessary for the teacher.

THE Chautauqua course will commence its fourteenth year of reading this autumn, and will include English language, history and literature, geology and readings from French literature. Among the writers who will contribute the required readings are: Prof. Edward Freeman, Prof. George P. Fisher, Prof. A. S. Hill, Harriett P. Spofford, Prof. H. A. Beers, Prof. Alexander Winchell, Bishop John F. Hurst.

MR. JOHN HABBERTON is president of the new class which is now taking up the course of the Chautauqua Reading Circle. One of the vice-presidents is Mrs. Helen Campbell.

THE school board of Boston has concluded to give the teachers of that city every ninth year as a vacation year on half pay, provided the time is devoted to rest and improvement. For thorough, professional teachers this is just the thing, but for those who are not professional, it is not just the thing. Those who know how to use their time in a vacation will return invigorated and enlarged, but for those who do not know how to study a vacation amounts to little more than a change of occupation.

GEORGE P. BROWN, speaking of the National Council of Education, says that "it ought to make every serious-minded person grieve, that what ought to be the most efficient agency in our educational progress is the most worthless, if judged by its results." Yet his pathway is illuminated by a "ray of hope that this ponderous body of Brobdingnagians will at last be forced to consider some vital questions with a view to influencing public opinion."

THE death of James W. Queen, founder of the house of James W. Queen & Co., Philadelphia, occurred recently. Mr. Queen was very skilful as a manufacturer of delicate instruments for scientists, surveyors, and chemists, and his reputation in that direction was worldwide. The firm he belonged to is now controlled by Samuel L. and Edward B. Fox.

THE Chautauquan idea has been adopted by the New Jersey conference of the African M. E. church. An educational institute was recently organized at Asbury Park at which the attendance was large. It is the first time in the history of any colored denomination that a summer educational institution has been organized. The institution will be incorporated this winter, and will hold its meetings regularly every summer at Asbury Park.

THE proposal to establish a system of free schools in England is meeting with much opposition from two sources—denominational schools and social aristocrats. Churches wish to keep all kinds and sorts of education in their own hands, and aristocrats appear to be afraid that the free school will break down social distinctions, and unfit many of the children of the lower classes for the station in life they are expected to occupy.

AN author says that "covetousness of things is always bad, but covetousness of qualities always good." As we look at it, covetousness is always bad. What is it? Nothing more nor less than taking what does not belong to us. It is impossible to take from another a good quality, without making the one who tries to take it bad. For example, it is a good thing to have a good name, but it is a bad thing to try to take it away. There is a good deal of seeming philosophy that is as shallow as a mud hole and about as clear.

FOREIGN NOTES.

GERMANY.—A petition is circulating among the parents of the students of all the secondary schools in Mayence, for the abolishment of the "One-session-a-day-plan." The petitioners are eloquent in favor of a morning and afternoon session, for a continuous session of five or six hours is said to be injurious to the bodily development of boys, of the ages from 12 to 18.

In a city of the Baden-Palatinate, the chaplain who teaches religion to the girls of a private school, declared gymnastic exercises improper for girls. The consequence was that all the Catholic pupils absented themselves from these exercises, and being asked, stated the chaplain's assertion as cause.

In the little town of Luebz near Parchim, the boys of the upper grade of school have inaugurated a peculiar strike. They refuse to ring the bell at funerals for five pennies (1 1/4 c) and demand ten pennies. Since the beginning of the strike no citizen of Luebz has died; hence the strike has not had practical significance. It is interesting to hear whether "scabs" will be found in sufficient number.

Cologne has now three asylums where boys are kept after school hours. They are occupied with games, manual work, music, etc. These institutions have been found desirable to keep the boys from back-alley companions. Parents who are busy in factories all day hail these "Kinderhorte" with delight.

AUSTRIA.—The Italian part of Tyrol has still twelve German schools with 19 teachers and 1,087 pupils.

TURKEY.—Madshid Pasha, director of the foreign press bureau in Constantinople, has translated Schmidt's stories for children into Turkish. He claims that there are but few among these 190 stories unsuited for Mohammedan children.

A bottle of Hood's Sarsaparilla contains 100 doses, more than any other preparation. Try it.

BOOK DEPARTMENT.

NEW BOOKS.

SELECTIONS FROM HEINE'S POEMS. Edited, with notes, by Horatio Stevens White, professor of the German language and literature in Cornell university. Boston: D. C. Heath & Co., publishers. 220 pp. Mailing price, 80 cents.

This handsome little volume contains a careful selection of the best of Heine's poems. He is an author whose works will bear thorough winnowing, and this has been done by one who has a keen appreciation of all the varied beauties they contain. In character Heine was a combination of opposites; he possessed a sort of Byronic perversity of disposition that made him many enemies. His life was therefore a continual warfare in which he satirized and abused others mercilessly, and was himself in turn soundly abused. It is therefore hardly to be expected that justice would be done his works during his life, and they have suffered from the lack of friendly criticism since his death. Many of his songs, however, are of the most exquisite and ethereal beauty, and are unmatched in German literature, except by the lyrics Goethe wrote in his youth. His verse is noted for its melodious simplicity, its apparent spontaneity, and its fluency of metrical construction. The student of German will find great profit in a perusal of these dainty little lyrics in spite of the constant conflict between the impulse toward a high and serious purpose, and the stronger impulse to deride and deny. Prof. White gives in the back of the volume much appreciative criticism of the poems that will greatly assist in understanding them. Great pains have also been taken in the preparation of the notes. The book is substantially bound in cloth.

ELEMENTS OF THE DIFFERENTIAL AND INTEGRAL CALCULUS. By Arthur Sherburne Hardy, Ph. D., professor of mathematics in Dartmouth college. Boston: Ginn & Co. 220 pp. \$1.65.

This firm is noted for excellent mathematical textbooks. This one is in every way up to their high standard, the author being well-known by other publications in the higher mathematics. This text-book is based on the method of rates, which has been found to prove most satisfactory in the first presentation of the object and scope of the calculus. No comparisons have been made between this method and those of limits, or of infinitesimals. The immediate object of the differential calculus is the measurement and comparison of rates of change, when the change is not uniform. Whether a quantity is or is not changing uniformly, however, the rate at any instant is determined in essentially the same manner—ascertaining what its change would have been in an instant of time had its rate remained what it was at the instant in question. However complicated the law of variation may be, the calculus enables one to determine this change. This conception of the problem by the author seems to afford the best foundation for further and more comprehensive study.

WANT AND WEALTH: A DISCUSSION OF SOME OF THE DANGERS OF THE DAY. By Edward J. Shriver. Questions of the Day series. New York: G. P. Putnam's Sons. 38 pp. 25 cents.

The question discussed in this little book is one that has long engaged men's attention, but to a much larger extent within the past few years. The author confesses that he drew his inspiration from "Progress and Poverty," Henry George's great work. What he says about the tariff, tariff and wages, the single tax, and other matters are worthy of thoughtful reading. There may be flaws in the theories of many of the social reformers, but they are doing a valuable work in leading men to a knowledge of the truth.

THE TAKING OF LOUISBURG, 1745. By Samuel Adams Drake. Boston: Lee & Shepard, publishers. 163 pp. 50 cents.

The taking of Louisburg was one of the most interesting and important events in American colonial history—its importance may be seen from the fact that after that its overthrow France never regained a foothold on the coast. Mr. Drake has well told the story in this little book, which is so condensed it might be read through at one sitting. Incidentally also many facts are stated that give an idea of the mode of life of the colonists. The book will stimulate further reading. The pupil after perusing this, naturally will want to learn about Quebec, Du Quesne, and other events connected with the struggle for territory in America. The volume has a frontispiece portrait of Col. Wm. Pepperell, the commander of the expedition, and maps, diagrams, etc., giving an idea of the position and character of the stronghold.

THE NINE WORLDS. Stories from Norse Mythology. By Mary E. Litchfield. Boston: Ginn & Co., publishers. 163 pp. Mailing price, 60 cents.

The study of mythology gives us an idea of the thoughts of a past age. How important then it is to be acquainted with the myths of our Norse ancestors! The volume before us is the result of wide reading and much thought, and presents the stories in language simple enough for children, and yet not so simple as to be uninteresting to older persons. The author claims as the excuse for the book that, in many respects, it is unlike any that have been written on this subject. This is owing partly to the fact that Rydberg's researches have made it possible, for the first time, for one to form a definite conception of the cosmography of the mythology,

and because he clears away many inconsistencies that have long clung to it. All the coarseness of the old mythology has been omitted, and only the beautiful and poetic stories of the old gods given. Narrative, description, and dialogue are intermixed in them, and they will be found very stimulating to the imagination. We picture the delight with which children will devour this little book, for it will furnish just the food their minds crave. At the end is a vocabulary of proper names and a list of references.

LESSONS IN NUMBER. By Francis Cogswell, A. M., superintendent of schools, Cambridge, Mass. Boston: Thompson, Brown & Co., 23 Hawley street. 140 pp. 25 cents.

This little book is intended to be given to the pupil as soon as he has learned the facts of numbers by means of objects, and can read easy sentences. It begins with easy lessons and proceeds gradually to more difficult ones. Instead of a variety of objects being used in the pictures, only one object (the ball) is employed by which all the combinations and separations are presented to the eye in a uniform manner. By a large number of examples the fundamental rules of arithmetic are thoroughly taught. The book is also intended to teach writing, spelling, and language. A large number of copy plates are given, which will be of great aid in making the young pupil familiar with our script. We warrant that after the pupil has gone over this little book thoroughly he will be well-versed not only in the theory, but the practice of the elements, and will, moreover, have a love for the study, because he will see its practical application.

REPORTS.

REPORT OF THE PROVOST OF THE UNIVERSITY OF PENNSYLVANIA, for the two years ending Oct. 1, 1889. Dr. William Pepper, provost.

A great university besides being a means of culture for its students ought to seek by all possible means to elevate the community. In one way especially this university is a great educative force. The library is maintained as a free public library of reference, open to the entire community at all proper times. The deep interest excited in the Babylonian explorations conducted by the university has led to the suggestion that a broader organization should be effected, so as to cover various fields of research now not represented by the university. The plan will be to form an archeological association, and to develop a great museum, embracing paleontology, ethnology, and archeology. In the work of university extension the co-operation of many institutions will be sought, a special association will be formed, and much successful work is expected in this new field.

PROCEEDINGS OF THE FIRST ANNUAL CONVENTION OF THE COLLEGE ASSOCIATION OF THE MIDDLE STATES AND MARYLAND, held at the University of Pennsylvania, Philadelphia, Nov. 29, 30, 1889. C. H. Adams, LL.D., Cornell university, president.

REPORT OF THE SUPERINTENDENT OF SCHOOLS OF NEW HAVEN, 1889-90. Samuel T. Dutton, superintendent.

One pleasing thing to note was the advance made in furnishing free text-books. A series of grade meetings (for the instruction of teachers) were held on Saturday mornings during the fall. The lectures on psychology, by A. B. Merrill, principal of the state normal school at Willimantic, during the fall and early winter drew together a voluntary attendance of about one hundred teachers. The superintendent says: "The general tone of the schools is satisfactory. Our teachers, as a rule, know what teaching is. They encourage their pupils to activity and industry rather than to quietness and order."

CATALOGUES AND PAMPHLETS RECEIVED.

Manual Training in the Public Schools of Philadelphia, by James MacAllister, LL.B. Educational monographs of the College for the Training of Teachers, University place, New York. The work has been going on for five years in the Philadelphia schools. The different phases described have been added step by step, and it yet remains to connect the kindergarten with the manual training school by the elaboration of a series of manual exercises.

Educational Leaflet No. 63 of the New York College for the Training of Teachers: "The History of Educational Museums," by W. H. Wigdery.

First Report of the National Executive Silver Committee, appointed by the St. Louis convention. A. J. Warner, chairman.

Money: Speech of the Hon. John P. Jones, of Nevada, on the free coinage of silver, in the United States senate, May 12 and 13, 1890.

Origin and Development of the New York Common School System. An address delivered before the New York State Teachers' Association at Saratoga Springs, N. Y., July 8, 1890, by Andrew S. Draper, superintendent of public instruction.

The Full Significance of 1492, by John B. Shipley; and **The Distinctive Idea in Education,** by the Rev. C. B. Hulbert, D.D., ex-president of Middlebury college. Elzevir library, John B. Alden, publisher, 393 Pearl street, N. Y.

ANNOUNCEMENTS.

D. LOTHROP Co.'s publication, "Around the World with the Blue Jackets," tells how the United States ship-of-war *Iroquois* displayed the American flag in foreign waters, immediately after the close of the Civil war. It was written by Lieut. H. E. Rhoades.

D. APPLETON & Co. issue the following books relating to outdoor life: "The Garden's Story; or Pleasures and Trials of an Amateur Gardener," by George H. Ellwanger; "Days out of Doors," and "A Naturalist's Rambles about Home," by Charles C. Abbott.

G. P. PUTNAM'S SONS announce that the second group of the "Literary Gem" series will comprise: "The Nibelungen Lied," by Thomas Carlyle; "The King of the Golden River," by John Ruskin; "The Science of History," by James Anthony Froude; "Sonnets from the Portuguese," by Elizabeth B. Browning; "The School for Scandal," by Richard Brinsley Sheridan; "Nothing to Wear," by William Allen Butler.

CASSILL PUBLISHING COMPANY announce "Not of her Father's Race," a novel by William T. Meredith. The scene is laid in the

South and in New York City, and the story is entirely contemporaneous.

GINN & Co. have had prepared for early publication "Word by Word," by the author of Stickney's readers, etc., an improved spelling course in two numbers, containing a carefully graded series of lessons for primary and grammar schools for instruction in the spelling, writing, enunciation, and signification of words.

A. C. McCLUNG & Co. will issue a new and very complete critical biography of Henrik Ibsen. The volume will be illustrated with four portraits of Ibsen, a portrait of his wife, and views of his boyhood home, etc.

D. C. HEATH & Co., Boston, add to their series of German texts "Selections from Heine's Poems," edited, with an introduction and notes, by Horatio S. White, professor of the German language and literature in Cornell university.

CHAR. E. MERRILL & Co. make the important announcement that they have concluded arrangements with Mr. Ruskin's English publisher, by which they will hereafter be the only authorized publishers in America of Ruskin's books. Prof. Charles Eliot Norton of Harvard has engaged to write an introduction to each volume of the new edition.

HARPER & BROTHERS have recently issued Giovanni Verga's story of "The House by the Medlar-Tree," translated by Mary A. Craig. William Dean Howells, in his introduction to the story, speaks of it in the highest terms of praise.

THOMAS NELSON & SONS bring out a story for boys, "Follow the Right," by G. E. Wyatt.

HOUGHTON, MIFFLIN & Co., in the "American Men of Letters" series, publish a biography of William Cullen Bryant, by John Bigelow, who was for many years associated with Mr. Bryant in the management of the *Evening Post*.

SCHUBNER & WELFORD have on their list a second and revised edition of Dr. Alfred Caye's work, "The Scripture Doctrine of Sacrifice and Atonement."

MAGAZINES.

John Habberton discusses the question of amusements in the September *Chautauquan* in the form of a charming novelette, called "On Pleasure Bent." Dr. Thorpe contributes his third article on the history of the Chautauqua country. It is entitled "Two Chiefs of the Great League," and gives a very vivid sketch of the Indian princes Complanter and Red Jacket. "What is Folk-Lore?" what is its scope, its use; what is its educational, its scientific, its literary value, are points discussed by L. J. Vance in his article, "On the Nature and Value of Folk-Lore." Miss Fannie C. W. Barbour describes "The Passion Play of 1890," and Eugene L. Didier has something to say about "The Supreme Court of the United States."

The *Review of Reviews*, containing the best thought of the best magazines published, is endorsed by leading men on both sides of the ocean. Beginning with the September number, it will be issued in New York as well as in London, its American publishers being The Critic Co., of 52 and 54 Lafayette place.

In the *New England Magazine* for September Rev. F. H. Kasson has an article on Mark Hopkins, accompanied by a new and striking portrait engraving, and Charles Morton Strahan gives an interesting account of the University of Georgia, which is freely illustrated.

California topics occupy considerable space in the September *Century*. The paper by John Muir on "The Treasures of the Yosemite Valley," in the August number, is followed by another on "Features of the Proposed Yosemite National Park," which is illustrated by William Keith and Charles D. Robinson, the California artists, and by Fraser, Moran, and Davies, the sketches being made in several instances from sketches by Mr. Muir himself. Mr. Muir records his protest against the injuries done to the Yosemite valley under the control of the present and preceding commissions. In "Topics of the Time," is an editorial in the same strain on "Amateur Management of Yosemite Scenery." The number also contains, apropos of the celebration on September 8th of the fortieth anniversary of the admission of the state, a paper by George Hamlin Fitch, entitled, "How California came into the Union," illustrated by a large portrait of General Fremont from a daguerreotype of 1850, and by others of Commodores Sloat and Stockton, Governor Burnett, Senator Gwin, and J. Ross Browne, together with pictures of Colton Hall, Monterey, the scene of the constitutional convention—and the famous Bear Flag, hoisted at Sonoma in '46. This paper is a forerunner of the series on the gold hunters, and in the present number *The Century* begins a temporary department of "California," similar to the "Memoranda on the Civil War," and to be devoted to short articles on topics of special interest relating to the '40ers.

A visit to Oliver Wendell Holmes is described in the September *St. Nicholas*, by Annie Isabel Willis. W. J. Henderson's description of "Great Ocean Waves," with Taber's drawing of an enormous head wave, gives a vivid idea of the restless deep. Richard Harding Davis tells the exciting and clever story of the "Great Tri Club Tennis Tournament," and another story, by Kate W. Hamilton, describes the rescue of an Alaskan child from superstitious members of her own tribe who were about to put her to death as a witch.

Dr. J. M. Mills, of New York, has been for several years studying the relation of eye-strain to headaches, etc., among children, and publishes a summary of his findings in an illustrated article in *Babyhood* for September.

The August *Sanitarian* has a valuable article on "The Popularization of Sanitary Science," by Dr. J. G. Orton, of Birmingham, N. Y. Among the other contributions are: "The Life-History of Micro-Organisms," by Dr. Robert Heyburn, and "The Foster Garbage and Refuse Cremator," by Wolcott C. Foster.

Edith M. Thomas contributed the poem entitled "They Said" to the August *Century*, instead of "The Anglomaniacs," as erroneously stated.

The federal election bill is explained in the September *North American Review* by its writer, the Hon. H. C. Lodge, of Boston, N. Y. Among the other contributions are: "The Life-History of the Pan-American Conference," by M. Romero, the Mexican minister. Reginald F. D. Palgrave, C.B., writes of "The Recent Crisis in Congress." Among the other articles are: "Society Women in the Time of Christ," by Gail Hamilton; "Tolstoi and 'The Kreutzer Sonata,'" by Col. Ingersoll; "The McKinley Bill in Europe," by Gustave de Molinari; and "Literary Women in London Society," by Mrs. Campbell Fraed.

THE HEART OF THE ALLEGHENSIAS AT CRESON.

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The special train of Pullman Parlor Cars and Day Coaches will leave Philadelphia at 10.40 A.M. Regular train from New York at 8.00 A.M. will connect with special. Tickets will also be sold from all principal stations on the New York, Amboy, Philadelphia and Schuylkill Divisions, and from stations on the Philadelphia, Wilmington and Baltimore, and West Jersey, and Camden and Atlantic Railroads, good on regular trains connecting with special at Philadelphia.

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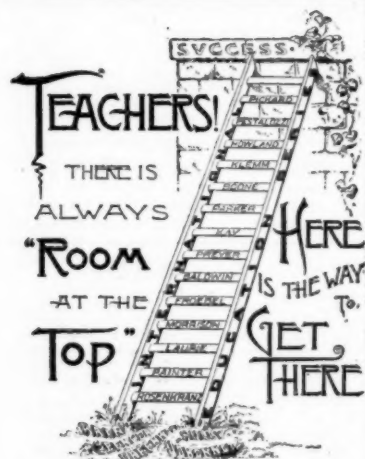
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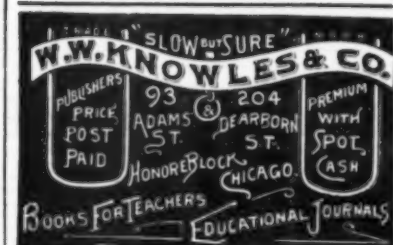
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